PROPOSED CONSTRUCTION OF THE ORANGE CANYON CAMPUS OF THE RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT



CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

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THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature

Members of the Commission

The Commission consists of 15 members Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly The other six represent the major segments of postsecondary education in California

As of 1986, the Commissioners representing the general public are

Seth P Brunner, Sacramento, Chairperson
C Thomas Dean, Long Beach
Seymour M Farber, M D, San Francisco
Patricia Gandara, Sacramento
Ralph J Kaplan, Los Angeles
Roger C Pettitt, Los Angeles
Sharon N Skog, Mountain View
Thomas E Stang, Los Angeles, Vice Chairperson
Stephen P Teale, M D, Modesto

Representatives of the segments are

Sheldon W Andelson, Los Angeles, representing the Regents of the University of California

Claudia H Hampton, Los Angeles, representing the Trustees of the California State University

Beverly Benedict Thomas, Los Angeles, representing the Board of Governors of the California Community Colleges

Jean M Leonard, San Mateo, representing California's independent colleges and universities

Willa Dean Lyon, Newport Beach, representing the Council for Private Postsecondary Educational Institutions

Angle Papadakis, Palos Verdes, representing the California State Board of Education

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs"

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including Community Colleges, four-year colleges, universities, and professional and occupational schools

As an advisory planning and coordinating body, the Commission does not administer or govern any institutions, nor does it approve, authorize, or accredit any of them. Instead, it cooperates with other state agencies and non-governmental groups that perform these functions, while operating as an independent board with its own staff and its own specific duties of evaluation, coordination, and planning,

Operation of the Commission

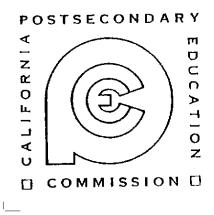
The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California By law, the Commission's meetings are open to the public Requests to address the Commission may be made by writing the Commission in advance or by submitting a request prior to the start of a meeting

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its director, Patrick M Callan, who is appointed by the Commission

The Commission issues some 30 to 40 reports each year on major issues confronting California postsecondary education. Recent reports are listed on the back cover

Further information about the Commission, its meetings, its staff, and its publications may be obtained from the Commission offices at 1020 Twelfth Street, Third Floor, Sacramento, CA 98514, telephone (916) 445-7933

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CALIFORNIA POSTSECONDARY EDUCATION COMMISSION 1020 Twelfth Street, Sacramento, California 95814

Commission Report 84-29
Adopted July 23, 1984

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INTRODUCTION

The Governor's Budget for 1984-85 proposed \$4,372,000 as the State's share toward construction of a second campus in the Rancho Santiago Community College District. As adopted by the Legislature and recently signed by the Governor, the final 1984-85 Budget Act appropriates these funds as Item 6870-301-146 (32), (33), and (34), conditional on the Commission's review and favorable recommendation:

Funds appropriated in categories (32), (33), and (34) shall not be available for expenditure sooner than 30 days following notification by the Director of Finance to the Joint Legislative Budget Committee and chairpersons of the fiscal committees of both houses that these expenditures are justified. The basis of the director's decision shall be the California Postsecondary Education Commission's review and favorable recommendation of categories (32), (33), and (34) in accordance with the provisions of Section 66904 of the Education Code and Resolution 23-78 adopted by the commission on September 11, 1978.

The commission's recommendation shall be based on, but not limited to, consideration of the following factors:

- a. enrollment projections for each campus, within the district's boundaries.
- b. alternatives to construction of a new campus,
- c. enrollment of the surrounding educational institutions and the local community during the planning process,
- d. consideration of commuting time and public transportation service within the district boundary and the immediate service area of the proposed campus,
- e. program descriptions and justification for establishing these programs on the proposed campus,
- f. description of the physical, social, and demographic characteristics of the location proposed for the new campus,
- g. provisions to facilitate access for economically, educationally, and socially disadvantaged students,
- h. need for construction of a new campus in FY 1984-85,
- provisions to promote and maintain an ethnic balance in instructional programs on both campuses based on the district population such that both campuses would have the same type and quality of instructional programs,

j. assurances that the district will function with a single administrative unit and that there will be no duplication of administrative programs or services on both campuses.

THE COMMISSION'S RESPONSIBILITIES FOR NEW CAMPUSES

Beyond the specific directives in the 1984-85 Budget Act, the <u>Education Code</u> is clear about the comprehensive responsibilities of the Commission in reviewing new campuses and off-campus centers:

The Commission shall advise the Legislature and Governor regarding the need for and location of new institutions and campuses of public higher education. [Section 22712(5)]

It is further the intent of the Legislature that California community colleges shall not receive state funds for acquisition of sites or construction of new institutions, branches, or off-campus centers unless recommended by the commission. (Section 22712)

As suggested by the language in the Budget Act, the Commission's review of new campuses is not simply that of another agency looking at the same things as do the local boards of trustees, the Chancellor's Office of the Community Colleges, the Department of Finance, or the Office of the Legislative Analyst -- all of whom play important roles in the facilities review process. As California's statewide planning and coordinating agency for all of post-secondary education, the Commission evaluates proposals from a broad perspective, taking into account their consequences for all segments of public and independent education. In this way, the Commission tries to represent the general public interest in both the specific location of major facilities and long-range planning for their use.

With regard to facilities requests, the Commission engages in educational planning: (1) ascertaining the social and economic characteristics of populations from which institutions draw, and projecting trends into the future; and (2) reviewing educational facilities, programs, and institutional planning processes in light of these social and economic characteristics. So, the Commission's review goes beyond merely determining the "need" for additional campuses. It also tries to promote their effective integration into the postsecondary system as a whole.

HOW THE COMMISSION REVIEWS PROPOSALS FOR NEW CAMPUSES

The Commission uses the following criteria, which it adopted in 1976 and has published widely since then, to evaluate proposals for new campuses:

- 1. Enrollment projections should be sufficient to justify the establishment of the campus.
- Alternatives to establishing a campus should be considered.
- Other segments, institutions, and the community in which the campus is to be located should be consulted during the planning process of the new campus.
- 4. The proposed campus should be located to serve the maximum number of persons in the most effective manner
- 5 Projected enrollment demand on a Community College district should exceed the planned enrollment capacity of existing district campuses.
- 6. The establishment of a new Community College campus should not reduce existing and projected enrollments in adjacent Community Colleges to a level that would damage their economy of operation, or create excess enrollment capacity at these institutions, or lead to an unnecessary duplication of programs.
- 7. Enrollments projected for Community College campuses should be within a reasonable commuting time of the campus, and should exceed the minimum size for a Community College district established by legislation (1,000 units of average daily attendance two years after opening).
- 8. Programs proposed for a new Community College campus should be designed to meet demonstrated needs of the community.
- 9. The campus should facilitate access for the economically, educationally, and socially disadvantaged

It is clear that the Legislature's concerns, as expressed in the 1984-85 Budget Act, closely parallel these Commission guidelines.

THE COMMISSION'S REVIEW OF THE CURRENT REQUEST FROM THE RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

On June 10, 1984, the Commission's Policy Evaluation Committee considered an initial draft of this report, discussed the background of the proposal for the new campus with Commission staff, heard comments from officials of the Rancho Santiago District, and then raised questions for further investigation.

On June 18, three Commissioners toured the Rancho Santiago District and reviewed its proposal for the campus. In addition, Commission staff contacted numerous individuals with an interest in the proposal, community leaders concerned about the social and educational issues raised by the request, and members of the transportation planning staff for Orange County.

This Commission report is based on a review of materials from its earlier study, Community College Education in Orange County: The Challenge of Growth During an Era of Limits (1977), and of extensive published data concerning economic and social trends in Orange County; staff interviews with administrators and members of the Board of Trustees of the Rancho Santiago District; and conversations with these additional individuals:

Larry Amaya, President, GI Forum

Max Anderson, Senior Civil Engineer, Transportation Planning Division, Environmental Management Agency, County of Orange

Brian Austen, Construction Projects Planner, The Irvine Company

The Honorable Frederick Barerra, Mayor of the City of Orange

Edward Clifford, Director, Service Planning, Orange County Regional Transit

Amin David, President, Los Amigos Organization, Anaheim

David Domohowski, Associate Vice President for Government Relations, The Irvine Company

Maya Dunne, Acting Director, Orange County Fair Housing Project

T. Stephen Eastmond, 1984-85 President, Santa Ana College Academic Senate

Edward Hart, President, Saddleback Community College, North Campus

Hans H Jenny, Executive Vice President, Chapman College, Orange

Rusty Kennedy, Executive Director, The Human Relations Commission of Orange County

Margaret Manson, Director, ESL Program, and Member, Non-Credit Continuing Education Staff, Orange Adult Learning Center

Michael McGaughey, Senior Transportation Planner, Van Dell and Associates, Inc., Irvine

Katherine Mennealy, Director, Orange Adult Learning Center

Joseph Newmeyer, Vice Chancellor for Finance and Facilities, North Orange County Community College District

Orange County Bilingual Coalition, Santa Ana

Valerie Pryer, 1983-84 President, Associated Students, Santa Ana College

Sylvia Jimenez Singh, Human Relations Specialist, The Human Relations Commission of Orange County

Karen L. Thomason, Director of Council Activities, Orange County Chamber of Commerce

Barney Thompson, 1984-85 Vice President, Associated Students, Santa Ana College

David Troublefield, 1984-85 President, Associated Students, Santa Ana College

Zung Uong, 1984-85 Senator, Associated Students, Santa Ana College

In addition, other information was obtained from these agencies and documents:

California Department of Finance, Population Research Unit. Projections for Enrollment in the Rancho Santiago Community College District, 1977, 1983, and 1984.

Center for Economic Research, Chapman College, Orange

Economic Development Corporation, Santa Ana

Five-Year Construction Plans, 1984-1989, for North Orange County Community College District, Rancho Santiago Community College District, and Saddleback Community College District

The Irvine Company, Master Plan for Development, 1984

Orange County Administrative Office, Forecast and Analysis Unit

Orange County Master Plan of Arterial Highways, 1984

Rancho Santiago Community College District, "Census Use Study, #1 and #2," and various updates.

Santa Ana College, " Accreditation Self Study on Priorities," 1984.

The remaining sections of this report are organized as follows:

- A description of the current proposal from the perspective of the Rancho Santiago District;
- A description of the Commission's initial review of 1976-78 and a history of the proposed campus from 1980 to 1984;
- An analysis of the proposal based on the Commission's guidelines and the directives in the 1984-85 Budget Act;
- Answers to questions posed by individual Commissioners; and
- Conclusions and recommendations.

ONE

THE RANCHO SANTIAGO PROPOSAL

The Rancho Santiago Community College District proposes to construct two instructional buildings on its 30-acre site in the Orange Canyon area of the district (Map 1). The costs estimated into the foreseeable future are \$14.3 million, as indicated in Table 1 on page 8. Of this total, the State is likely to pay 80 percent. If funds are released soon, the two buildings should be completed by the summer of 1985, and students enrolled that fall.

As Map 1 indicates, the district proposes to build its new campus northeast of its current Santa Ana College campus, in the eastern portion of the district at the base of the Santa Ana mountains near the Cleveland National

MAP 1 Community College Districts and Public Colleges and Universities in Orange County

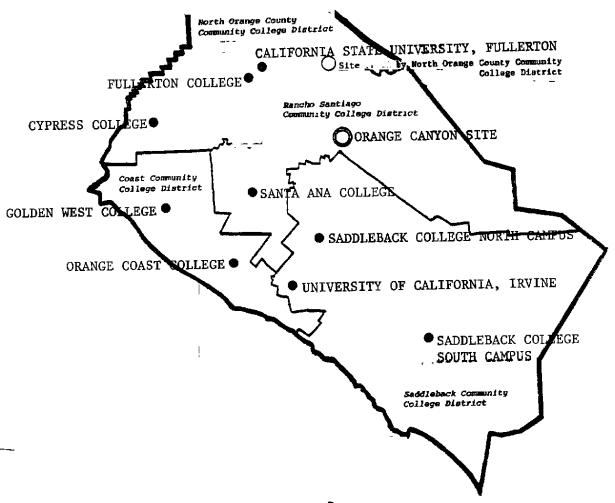


TABLE 1 Projected Costs of Further Developing the Orange Canyon Site

Item of Expenditure	<u>Total Cost</u>	Fiscal Year
<pre>Instruction Building 1 (including equipment)</pre>	\$2,397,000	1984-85
Instruction Building 2 (including	. /	100/ Or
equipment)	2,451,000	1984-85
Library Books, first component	297,000	1984-85
Purchase of another 46 acres		
(Increment 2)	5,500,000	1986-87
Site development for Increment 2	826,841	1986-78
Working drawings for the buildings		
of Increment 2	323,000	1986-87
Construction and equipment for		
Increment 2	2,200,000	1987-88
Working drawings for the buildings		
of Increment 3	360,000	1988-89
Construction and equipment for	200,000	
Increment 3		
Total projected cost for developing		
Orange Canyon (excluding		
Increment 3)	\$14,354,841	
INCIGNATE 3)	Q1-,554,641	

Source: Rancho Santiago Community College District, 1984a.

Forest. It justifies construction on the basis that the district's total eligible population increased by 70 percent between 1970 and 1980 and is likely to increase by an additional 43 percent between 1980 and the year 2000 According to population projections from the Forecast and Analysis Unit of the Orange County Administrative Office, the Orange Canyon service area will grow by 35,000 people during the next ten years -- an increase of 24 percent.

In addition to population growth, the district is committed to the Orange Canyon site because of a political agreement during the early 1970s. When citizens in the Orange Unified School District voted to join the Rancho Santiago District in 1971, they were promised a campus of their own; and, indeed, they approved a special 5-cent property tax over-ride to fund initial construction. Approximately \$3 million was generated from this tax until Proposition 13 prohibited all such over-rides. The district, however, kept its promise to residents in the City of Orange by expending the money only

TABLE 2 Off-Campus Locations Where Instruction is Provided in the Rancho Santiago Community College District, 1983-84

Allstate Insurance Company, 1750 East Fourth Street, Santa Ana Adult Learning Center, 541 North Lemon, Orange American States Insurance Company, 400 North Tustin Avenue, Santa Ana Bowers Museum, 2002 North Main Street, Santa Ana Buena Park Fire Department, 8081 Western Avenue, Buena Park Carehouse Convalescent Hospital, 1800 Old Tustin Avenue, Santa Ana Carpenters Apprentice Training Facility, 11561 Salinaz Drive, Garden Grove Centennial Education Center, 2900 West Edinger, Santa Ana Canyon Hills School Gymnasium, 260 South Imperial Highway, Anaheim Children's Hospital of Orange County, 1109 West La Veta, Orange Canyon High School, 220 South Imperial Highway, Anaheim Costa Mesa Fire Department No. 4, 2300 Placentia, Costa Mesa Colleen O'Hara's Beauty Academy, 102 North Glassell, Orange California School of Court Reporting, 1840 East Seventeenth Street, Santa Ana Dental Technology Institute, 969 North Tustin Avenue, Orange El Modena High School, 3920 Spring, Orange Electrical Training Trust, 1210 South Wright, Santa Ana Flavio Beauty Colleges, 850 North Tustin, Orange Girard's College of Beauty, 3021 South Bristol, Santa Ana Garden Grove Campus, 13162 Newhope Street, Garden Grove Hillhaven Convalescent Hospital, 920 West La Veta, Orange Holmes & Narver, 999 Town and Country Road, Orange ITT Cannon Joint Powers Training Facility, 2400 East Orangewood, Anaheim Joint Powers Training Center, 18301 Gothard, Huntington Beach Kaiser Permanente Hospital, 441 Lakeview, Anaheim Language and Assessment Center, Honer Plaza, Santa Ana Mater Dei High School, 1202 West Edinger Avenue, Santa Ana Mercy General Hospital, 2701 South Bristol, Santa Ana Monroe Elementary School, 417 East Central, Santa Ana Marinello Schools of Beauty, 906 North Main Street, Santa Ana Pacific Lanes, 2015 West First Street, Santa Ana Peralta Junior High School, 2190 Canal, Orange Rehabilitation Institute of Orange County, 1800 East La Veta, Orange Riverside Elementary School, 4540 Riverdale, Anaheim Riverview Hispital, 1901 North Fairview, Santa Ana Santa Ana Fire Department, 1439 South Broadway, Santa Ana Santa Ana high School, 520 West Walnut, Santa Ana Santiago High School, 12342 Trask, Garden Grove San Clemente Fire Department, 100 Avenida Presidio, San Clemente Operations SER, 1926 West Seventeenth Street, Santa Ana Santiago Elementary School, 2212 North Baker, Santa Ana Saddleback High School, 2802 South Flower, Santa Ana St. Joseph's Hispital, 1100 Stewart Drive, Orange Smith Tool, 17871 Von Karman, Irvine University of California Medical Center, 101 The City Drive, Orange Campus Child Center, 1302 North College, Santa Ana Valley High School, 1801 South Greenville, Santa Ana Villa Park High School, 18042 Taft, Orange Western Medical Center, 1001 North Tustin, Santa Ana

district currently offers 2,000 classes each semester that lead to degrees competency in 75 occupational programs, space limitations in the Orange area preclude the increasing number of students interested in participating in these courses from doing so.

Because it would be imprudent to equip leased facilities with expensive laboratories or to modify them for specialized vocational programs, the district is forced to emphasize traditional lecture and discussion formats. These restrictions on off-campus facilities further limit program offerings for students whose opportunites for a full curriculum are possible only at the Santa Ana campus or at other campuses in adjoining districts. This latter option is chosen by many students, since the Rancho Santiago District has experienced a net outflow of students for several years. One reason is that many students must commute a considerable distance to Santa Ana College, and this campus has limited space, with only 58 acres and 332,081 assignable square feet (Map 3). Its total capacity is now 167,000 Weekly Student Contact Hours, or about 70 percent of the total of these hours generated in the district last year.

LEGEND I Business, Compute Humanites/Art Galles Duntep Hall Amp Woman's Locker Man's Locker Cook Gym Hammond Hall Auto Shop Walding/Auto D Nealley Library Music Building Philips Hall Theetre Administration and Co Technical Arts Campus Center/Store Child Davelopment Canta

Campus of Santa Ana College

Source:

Finally, even the Legislative Analyst, who opposes a campus in Orange Canyon because of the modest growth projected for the entire district, estimates that laboratory and library space in the district will fall 15 percent and 11 percent short, respectively, from the projected need in ten years (1984, p. 1933).

District officials are convinced that all these factors together prove the need for a major educational center in Orange Canyon. Although they justify the new campus in rather traditional ways (population growth and a political commitment to the residents of Orange), they plan to develop the new campus along innovative lines. Rather than establishing a completely separate college, they propose a single college with two campuses (Rancho Santiago Community College District, n.d., p. 1):

Each campus of the one college shares one administration, one curriculum, one catalog, one schedule of classes, one committee system, one registration system, and one series of program and course requirements. Faculty, administration, and other staff rotate as the need requires, with faculty teaching on more than one campus within the same week and administrators rotating as often as on an annual basis Such a system does not duplicate inter-collegiate teams, newspapers, band, or orchestras. Rather, all students of the district have ready access to basic education at each campus and are enabled to participate in unduplicated activities or programs at the campus offering them. It is the multi-campus college concept pioneered in Virginia, Florida, Texas, and Oregon that the Rancho Santiago Community College District proposes to build upon and improve in its educational planning.

This single-college concept is intended to unify the district and is especially important if the profound socio-economic differences within its territory are not to overwhelm coordination and result in each campus serving distinctly different kinds of students.

TWO

HISTORY OF THE PROPOSED CAMPUS, 1976-1984

On November 3, 1976, the California Postsecondary Education Commission received a letter from the Chancellor of the California Community Colleges transmitting a request for approval for (1) a new campus in the Rancho Santiago Community College District, (2) a new campus in the Saddleback Community College District, and (3) an existing "college without walls" in Coast Community College District. At that time, the master plan of the North Orange County Community College District indicated plans for another campus in that District on land purchased years before, although the District had not formally requested funds for construction.

THE COMMISSION'S INITIAL REVIEW, 1976-1977

The Commission's staff invested the next 18 months in study and produced two extensive reports on the Community Colleges in Orange County. These reviewed the demographic and economic growth of the County between 1940 and 1976, opportunities for postsecondary education outside the Community Colleges, local efforts to plan an orderly development of campuses, and the proposals for new colleges from the four districts.

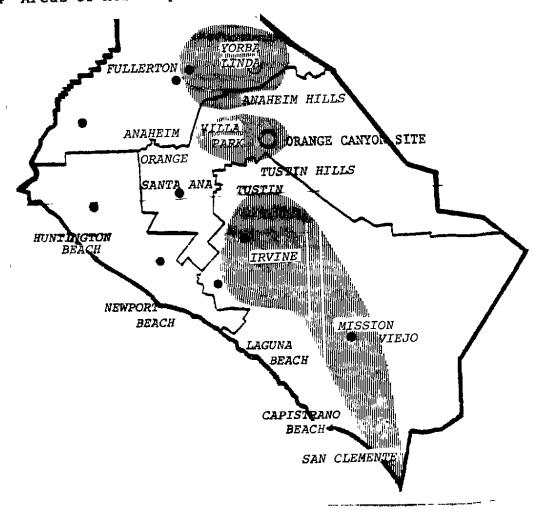
Based on the first review, the Commission in April 1977 reached the following conclusions (1977, pp. 65-66):

There are three geographical areas in Orange County which will most likely experience rapid growth in the near future: the Anaheim Hills-East Orange-East Yorba Linda area in the north, the Irvine area in the center, and all areas around the San Diego freeway south of El Toro [Map 4]. Each of these growth areas needs a centrally-located campus, if population and enrollment projections are accurate and if California continues to follow the policy of providing a Community College campus for each distinct geographic and socio-economic area with enough people to support one. Saddleback Community College exists now and should be master-planned to accommodate the enrollment growth in the southern portion of its District. Two new campuses, one near Irvine and one in the Anaheim Hills area, should be constructed, since these areas meet guidelines for new campuses according to the California Postsecondary Education Commission.

Applying these guidelines to the existing districts in Orange County, the following conclusions are apparent:

a. Saddleback District qualifies for another campus even if Saddleback College is completed for 12,000 ADA . .;

MAP 4 Areas of Most Rapid Growth (Shaded) in Orange County



- b. Rancho Santiago qualifies for a new campus because its projected on-campus graded enrollment for the year 2000 does surpass its physical capacity of 167,000 Weekly Student Contact Hours, and the people in the Anaheim Hills-North Orange area constitute a separate socio-economic region of the District;
- c. North Orange County District does not qualify for a new campus because its physical capacity at existing colleges substantially exceed projections for on-campus, graded enrollment until the year 2000.

All in all, the Commission concluded that Orange County needed only three of the four planned Community Colleges and that the campuses should be located to serve the regional needs of Orange County's growth areas, without regard to district boundaries. (Because they often stood to lose funds, most Districts at that time restricted the flow of students across boundaries in some way.) To implement these conclusions, the Commission took the following actions:

- approved a second campus for the Saddleback Community College District, which covered all of southern Orange County and had developed a first campus distant from the expanding Irvine area:
- approved the request of the Coast Community College District for a third college, Coastline Community College, on the condition that the district file a report after the first year of the college's operation to provide concrete evidence that the College was taking steps to solve certain problems associated with "open learning";
- advised the North Orange District to suspend plans for developing a campus on its site in Yorba Linda. The district was advised to continue serving residents at its existing campuses and through agreements with other districts which have campuses that are more convenient for residents in the growth areas of the North Orange District;
- approved the request of the Rancho Santiago Community College
 District for a new campus, on the condition that, (a) prior
 to the final approval of a site for that campus, the governing
 boards of the Rancho Santiago District and the North Orange
 County Community College District would submit a mutual
 resolution which stipulated that both districts had signed
 binding interdistrict attendance agreements allowing the
 "free flow" of students between them; (b) the site selected
 for the second campus in the Rancho Santiago District would
 best serve the needs of residents in the growth areas of both
 districts.

THE COMMISSION'S SECOND REVIEW, 1977-1978

In June 1977, the Governor vetoed State funds for the purchase of Rancho Santiago's Orange Canyon campus. Following that action, the Department of Finance asked the Commission to conduct a comprehensive study of Orange County without regard to existing jurisdictional boundaries. In March 1978, the Commission's staff submitted a report to the Commission which concluded that only two new campuses were justified for all Orange County through the year 2020 and that the existing boundaries and geography divided the growth areas in such a way that the location of a campus at the Orange Canyon site would lead to increasing pressures for the North Orange County Community College District to develop a third campus in Yorba Linda.

During the ensuing months, the Rancho Santiago District conducted a study of potential sites in the Anaheim Hills area so that the campus might be more convenient for citizens in northeastern Orange County. Discussions reached a stalemate during the summer after the Rancho Santiago study concluded that no feasible site existed other than the Orange Canyon location Furthermore, Proposition 13 dampened any expectations of immediate pressures for enrollment growth.

On September 11, 1978, the Commission adopted the following resolution regarding the Rancho Santiago District's plans:

WHEREAS, the [Rancho Santiago] District has represented that the Irvine Company's offer to sell any land to the Rancho Santiago District in the Orange Canyon area will soon be withdrawn, and

WHEREAS, the district has further represented that no construction plans, or construction, shall be commenced without approval by the California Postsecondary Education Commission, and

WHEREAS, the California Postsecondary Education Commission is withdrawing its objection in a spirit of conciliation and cooperation and it is the intent of the Commission that withdrawal of its objection shall not be construed as approval for construction of or use of this site for new educational facilities, therefore be it

RESOLVED, That the Commission withdraws its objection to the purchase, solely with local funds, of 30 acres in the Orange Canyon area . . .,

RESOLVED, That this action is contingent upon a written agreement by the Rancho Santiago Community College District that no construction . . . shall occur on the Orange Canyon site without approval of such construction by the Commission, and be it further

RESOLVED, That, although this purchase of land . . . will provide two potential sites in northeastern Orange County for new educational facilities, the Commission reaffirms its resolution that only one new campus is needed to serve the educational needs of the residents of northeastern Orange County.

Shortly after receiving the resolution, Rudolfo Montejano, President of the Rancho Santiago Board of Trustees, wrote Director Callan "to inform you that the Board agrees to the conditions of the Commission's Resolution and expresses appreciation to the Commission and staff for their efforts to preserve reasonable flexibility in planning for the District's future educational needs." The District then purchased the 30 acres offered by the Irvine Company in Orange Canyon.

THE PROPOSED CAMPUS, 1980-1984

On March 25, 1980, the Rancho Santiago District asked the Chancellor's Office of the California Community Colleges to review the site proposed for the Orange Canyon campus. On April 25, 1980, Edward Rogers, Dean of Facilities Planning in the Chancellor's Office, wrote that the site should prove to be an "excellent location from the standpoint of all elements evaluated, including access to site, availability of utilities, nearness to major accesses and airports, climate and atmospheric conditions, aesthetics, academic plan, noise potential, ethnic composition, and appraised value." On June 1, 1982, the Chancellor's Office approved the plans for developing the Orange Canyon campus but delayed transmitting the request to the Commission until April 1984.

As of May 1984, the Rancho Santiago District had purchased 30 acres of land from the Irvine Company for a total cost of \$1,912,500, and it had spent over \$312,000 in architectural fees to develop construction plans. Its additional expenditures have included \$326,017 for services of consultants, the installation of utilities, pads, and a 750-car parking lot. The district has relocated a small building to the site that contains a classroom and space for administration. The proposed locations for the buildings and their two-level floor plans are shown in Map 5.

Site Plan and Building Floor Plans for the Orange Canyon Campus MAP 5 LOWER ÆEVEL _UPPER LEVEL

Source: Rancho Santiago Community College District.

THREE

ANALYSIS OF THE PROPOSED CAMPUS IN ACCORDANCE WITH COMMISSION GUIDELINES AND LEGISLATIVE DIRECTIVES

Based on its analysis of current and projected conditions in Orange County, the Commission offers the following observations about the proposed Orange Canyon campus in terms of its nine criteria for review and the Legislature's ten directives in the 1984-85 Budget Act. For ease of analysis, these criteria and directives are combined into five themes:

THEME ONE: ENROLLMENT PROJECTIONS

Commission Criterion 1: Enrollment projections should be sufficient to justify the establishment of the campus.

Commission Criterion 5: Projected enrollment demand on a Community College district should exceed the planned enrollment capacity of existing district campuses.

Legislative Directive A: [The Commission should base its recommendation on] enrollment projections for each campus, within the district's boundaries.

Legislative Directive B: [The Commission should consider] the need for construction of a new campus in 1984-85.

During the Commission's two earlier studies, considerable evidence indicated that its two criteria for projected enrollments were met by the Rancho Santiago Community College District Table 3 on page 20 was constructed in 1977, using Department of Finance projections through the year 2000. On the basis of these projections, the Commission reached the following conclusions (1977, pp. 49-52):

- By 1985, the day graded [later called credit] enrollment in the district would exceed the recommended maximum of 10,275 day graded students for one campus (the threshold recommended by the Coordinating Council for Higher Education in 1969 (p. VI-15)).
- In the Fall Term, 1975, 92.6 percent of the total graded [credit] Weekly Student Contact Hours (or 158,210 WSCH) occurred on the Santa Ana campus. Assuming that percentage holds constant and using Department of Finance projections, 15,134 graded students will be on the Santa Ana campus in 1985, and they will generate 172,222 WSCH on-campus--above the campus capacity for graded students alone.
- In justifying a second campus, the district used enrollment projections which assumed that 94 percent of total Weekly Student Contact Hours should be held on-campus. Using this 94 percent

TABLE 3 Department of Finance Enrollment Projections, Rancho Santiago Community College District, February 25, 1977

Year	Day Graded Enroll. WSCH	Evening Graded Enroll. WSCH	Ungraded Enroll. WSCH	Total 1 Enroll. WSCH
1976 ² 1980 1985 1990 1995 2000	8,595 94,528 9,842 108,262 10,325 113,575 10,568 116,248 10,826 119,086 11,672 128,392	6,522 53,311 7,674 64,462 8,593 72,181 9,179 77,104 8,958 75,247 9,638 80,959	8,288 46,496 9,775 54,740 11,137 62,367 12,173 68,169 12,817 71,775 13,610 76,216	27,400 228,80 30,300 250,80 32,200 264,60 33,250 272,60

- 1. These columns represent revisions supplied by the Department of Finance on March 1, 1977, and are not exact totals of the components in the left hand columns.
- Actual fall enrollment.

Source. Population Research Unit, California Department of Finance.

figure, the District projects that substantially more WSCH will be generated by the year 2000 than can be contained on the Santa Ana campus, which had a maximum capacity of 167,000 WSCH in 1976. Under the 94 percent assumption 278,500 WSCH were projected to be generated on-campus in the year 2000.

The 94 percent campus-based assumption, however, reversed the trend in the District which was to offer more courses off-campus, especially non-credit. The Commission staff believed that the district's 1975 on/off-campus ratio (of 69 3 percent on-campus) was better educational policy than an attempt to bring 94 percent of all students on-campus. Nevertheless, even using the Commission staff's ratio for on- and off-campus enrollment, the WSCH projected to be on-campus in the year 2000 was still 28,000 beyond the existing capacity of the Santa Ana campus.

Several developments since 1977, chief among them the property tax loss from Proposition 13 and the State's subsequent fiscal crisis, undermined the foundations of the Department of Finance's projections, as shown by the actual course of enrollments over the past ten years in Table 4 on page 21.

used for State funding) have remained within a relatively narrow range between 210,000 and 250,000 for seven of the ten years. Of course, this is explained in part by the limits on physical capacity within the district, including its off-campus operations.

- 2. Day credit and evening credit enrollments have consistently increased, except for the year following Proposition 13 (1978) and the year of the battle over student fees (1983). These increases appear to be caused by population growth and the district's shifting emphasis from non-credit to credit enrollments.
- 3. Since 1978, the fluctuations in the total number of students and the shifts between credit and non-credit enrollment is better explained by the State's finance policies than by any other single factor, although others (such as an influx of Vietnamese refugees and higher rates of unemployment) play a role.
- 4. The decline of enrollment (from a high of 36,106 in 1981) and of Weekly Student Contact Hours (247,379 in 1981) to 29,157 and 222,223 respectively in 1983 appears to be an aberration due more to fiscal stringency than to any slackening in the demand for educational services.

This massive influence of fiscal pressures and financial incentives on enrollments does not foster confidence in projections based on demographics alone. Rather, several other factors (to be described later) should also be taken into account before reaching conclusions on "the potential" for enrollment growth.

Nevertheless, the Commission traditionally begins its analysis with enrollment projections. At this point there are three sets of projections: (1) a ten-year projection for the entire district from the Department of Finance, (2) a ten-year projection for the entire district from the Institutional Research staff at Santa Ana College which relies heavily on population estimates from the County of Orange and the attractiveness of a new campus, and (3) a ten-year projection for the new campus alone from the Department of Finance.

Table 5 on page 23 compares the first two of these projections: the Department of Finance's projections for the entire district with those developed by the Institutional Reserach staff at Santa Ana College. The Department's projections assume more permanence than does the Santa Ana staff to the level of enrollment after declines in 1982 and 1983, when 250 classes were cancelled. Therefore, the Department projects a very small increase between 1984 and 1992 in day credit enrollments, in total enrollments, and in Weekly Student Contact Hours (3 1, 4.7, and 2.9 percent, respectively).

Among other reasons, this projection led the Legislative Analyst to recommend against constructing the new campus (1984, p 1934):

Consequently, given (1) the marginal increase in weekly student contact hours projected for the district over the next ten years,

TABLE 5 Department of Finance (DOF) and Rancho Santiago Community
College District (RSCCD) Projected Enrollments and Weekly
Student Contact Hours for the Entire District, 1984 Through 1992

Year	Day C	redit RSCCD	Evening DOF	Credit RSCCD	Non-Credit Both	Total E	RSCCD_	WSCH DOF
1984 1985 1986 1987 1988 1989 1990 1981 1992	13,160 13,200 13,260 13,380 13,540 13,690 13,640 13,590 13,570	(13,190) (14,040) (14,210) (14,110) (14,280) (14,440) (14,650) (14,950) (14,960)	11,200 11,370 11,500 11,650 11,790 11,940 11,970 11,990	(11,100) (11,960) (12,100) (12,510) (12,660) (12,810) (12,900) (13,270) (13,270)	7,160 7,200 7,250 7,310 7,400 7,480 7,460 7,460 7,460	31,520 33,200 32,010 32,340 32,720 33,110 33,070 33,040 33,020	(31,450) (33,200) (33,560) (33,930) (34,340) (34,730) (35,100) (35,540) (35,690)	239,800 240,200 242,200 243,100 246,100 249,000 247,200 246,800 246,700

Sources. California Department of Finance, 1983, and Institutional Research Office, Santa Ana College

(2) the present uncertainty that even the relatively small increase in community college WSCH will materialize (due to student fees), and (3) the existing capacity of the district, the need for the construction of a new campus in the Rancho Santiago District is not apparent.

In April 1984, the district requested a new projection from the Department of Finance on the grounds that the originals did not take recent population trends into adequate account and that the presence of a new campus would draw additional students. Although the Department complied with the district's request for a projection specific to the new campus, the Department has not amended its October 1983 projections which show modest growth for the district as a whole.

As presented in Table 6 on page 24, the Department projects strong growth in every enrollment category and in Weekly Student Contact Hours for the new campus during the next decade. The presence of this strong demand appears to contradict the Department's projections for slow growth in the district as a whole These district-wide projections will likely be adjusted upward next October

Clearly, a projected enrollment of 13,000 and Weekly Student Contact Hours above 100,000 surpass all the Commission's traditional thresholds for justifying a new campus. But, what are the likely sources for this enrollment? Both staff at the Department of Finance and at Santa Ana College believe that large numbers of students will come from the new homes planned in east Orange, the Tustin Hills, and the Anaheim Hills (as described in the next

TABLE 6 Special Projection by the Population Research Unit, Department of Finance, June 6, 1984, for the Orange Canyon Campus, Rancho Santiago Community College District

	Day C	redit	Evening	Credit	Non-C	redit	Te	otal
	Pro-	Weekly	Pro-	Weekly	Pro-	Weekly	Pro-	Weekly
	jected	Student	jected	Student	jected	Student	jected	Student
Fall	Enroll-	Contact	Ĕnroll-	Contact	Enroll-	Contact	Enroll-	Contact
Term	ment	Hours	<u>ment</u>	Hours	<u>ment</u>	Hours	ment	Hours
1984	3,780	40,400	2,860	18,800	3,250	18,800	9,890	78,000
1985	3,890	42,600	2,940	19,300	3,300	19,100	10,130	81,000
1986	4,610	52,300	3,480	22,900	3,350	19,400	11,440	94,600
1987	4,700	54,000	3,540	23,300	3,430	19,900	11,670	97,200
1988	4,780	55,500	3,610	23,700	3,470	20,100	11,860	99,300
1989	4,860	57,000	3,670	24,100	3,510	20,400	12,040	101,500
1990	4,980	58,900	3,760	24,700	3,560	20,600	12,300	104,200
1991	5,140	61,400	3,880	25,500	3,590	20,800	12,610	107,700
1992	5,240	63,300	3,960	26,000	3,630	21,100	12,830	110,400
1993	5,370	65,400	4,050	26,700	3,660	21,200	13,080	113,300
Nine-Yea Trends (1984-	ar	1						
1993)	+42.1%	+61.8%	+41.6%	+42.0%	+12 6%	+12.8%	+32.2%	+45.3%

Note: See Appendix A for Methodology

Source: Department of Finance, Population Research Unit, June 6, 1984.

section), but that many students will come who are currently enrolled in existing facilities, typically those leased in the Orange area. This pattern of migration is examined on pages 46-50 below

The Commission has always relied heavily on projections from the Department of Finance when evaluating the "need" for a new campus. While continuing this reliance, it is appropriate to ask the question: How accurate have the Department's enrollment projections been for the Rancho Santiago Community College District?

In 1977, the Commission carefully studied the Department's enrollment projections for the Rancho Santiago Distict, and based its approval of a new campus in large measure on those projections. Table 7 compares those 1977 projections with the actual enrollments since.

Comparison of Actual Enrollments with 1977 Department TABLE 7 of Finance (DOF) Projections for the Rancho Santiago Community College District, 1977, 1979, 1981, and 1983

	Day Cre	edit Enr		Evening	Credit Er	rollment DOF/	Non-Cr	edit Enro	ollment DOF/
<u>Year</u>	<u>Actual</u>	DOF	DOF/ Actual	<u>Actual</u>	DOF	Actual	<u>Actual</u>	_ <u>DOF</u> _	Actual
1977	8,302	8,980	+7.6%	6,928	6,810	-1.7%	11,958	8,670	-37.9%
1979	8,048	9,620	+16.3%	8,618	7,400	-16.5%	10,506	9,410	-11.6%
1981	11,287	10,250	-10.1%	10,167	7,930	-28.2%	14,652	10,120	-44.8%
1983	12,347	10,470	-17.9%	10,240	8,310	-23.2%	6,570	10,670	+38.4%
DOF Pr Actual	DOF Projection in 1977 of Total Enrollment in 1983								
DOF Pr Actual	DOF Projection in 1977 of Total Weekly Student Contact Hours in 1983								
DOF P	DOF Projection Compared to Actual Total Enrollment, Fall 1983								
Source	Sources: Department of Finance, Population Research Unit, 1977; and Rancho Santiago Community College District, 1984a.								

Santiago Community College District, 1984a.

Table 7 suggests two general conclusions:

- Farst, the year-to-year projections by the Department of Finance for each category of enrollment (day-credit, evening credit, and noncredit) were often wildly inaccurate -- ranging from an overestimate of 16.3 percent for day-credit enrollment in 1979 to an underestimate of 44.8 percent for non-credit enrollment in 1981. As indicated in Table 4, one reason for this wide divergence were changes in the State's finance formulas.
- Second, despite the immense variation in projections compared to actual enrollments in these categories, the Department's 1977 projection of total enrollment and weekly students contact hours for 1983 has proven remarkably accurate -- an enrollment of 0.99 percent and 6.47 percent, respectively (the difference in contact hours would probably have been less without the funding crisis in 1983)

Overall, the Commission believes it is justified in relying on Department of Finance projections for the long term.

THEME TWO: CONSIDERATION OF ALTERNATIVES

Commission Criterion 2: Alternatives to establishing a campus should be considered.

Legislative Directive B: [The Commission's recommendation shall be based on] alternatives to construction of a new campus.

During the original needs study, the Rancho Santiago District analyzed three alternatives to constructing another full-fledged campus: (1) expanding the Santa Ana College campus; (2) increasing the number of off-campus locations; and (3) using the facilities of other districts. At that time, the needs study concluded (and the Commission agreed) that none of these was satisfactory as a long-range strategy for serving ever-larger numbers of students. The Commission staff has reviewed these alternatives again, and has come to the same conclusion, for the following reasons:

- The existing Santa Ana campus could be expanded somewhat, but parking and congestion would pose increasing problems. Since the campus is downtown, its encroachment on the adjoining commercial property would be extremely expensive. Furthermore the campus is distant from other areas of rapid growth in the district and from other areas which are currently under-served.
- The educational effectiveness of off-campus locations is limited by the regular purpose of those facilities. Typically, such locations can only be used at night, and alterations to make them appropriate for college-level instruction (laboratory equipment, vocational tools, or computer hardware) is not feasible. Already, 30 percent of the district's total Weekly Student Contact Hours are conducted off-campus -- one of the highest levels in the state.
- The district does in a sense "use" facilities in other districts because of the "free flow" of students across boundaries. Nor is this "flow" small: Almost 10,000 students from within Rancho Santiago's boundaries enrolled elsewhere in 1982-83. In the fall term, 1982, almost as many recent graduates of Santa Ana College "feeder" high schools enrolled out-of-district as those who enrolled at Santa Ana College (725 compared to 898).

In view of these facts, it would be inappropriate to require the Rancho Santiago District to accommodate large numbers of new students in off-campus locations or by requiring them to attend campuses in other districts

THEME THREE: SERVING THE COMMUNITY AND THE DISADVANTAGED

Commission Criterion 8. Programs proposed for a new Community College campus should be designed to meet demonstrated needs of the community.

Commission Criterion 9 The campus should facilitate access for the economically, educationally, and socially disadvantaged.

Legislative Directive F: [The Commission's review should include] a description of the physical, social, and demographic characteristics of the location proposed for the new campus.

Legislative Directive G: [The Commission's recommendation shall be based on] provisions to facilitate access for economically, educationally, and socially disadvantaged students.

Legislative Directive I: [The Commission should consider] provisions to promote and maintain an ethnic balance in instructional programs on both campuses based on the district population such that both campuses would have the same type and quality of instructional programs

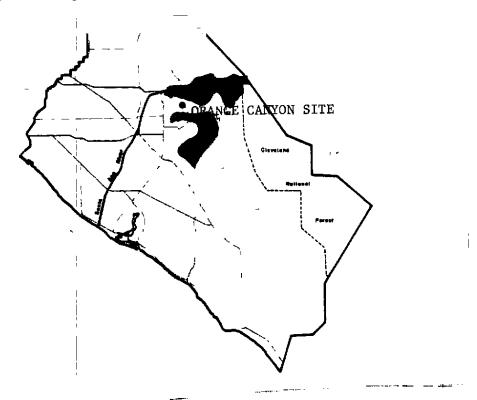
As mentioned earlier, the areas of most rapid development within the Rancho Santiago District are in east Orange, the Tustin Hills, and the Anaheim Hills region (Maps 6 and 7, pages 28 and 29). The Irvine Company alone plans to develop subdivisions of over 12,000 units for 35,000 people in these areas. Table 8 displays projections from the Orange County Administrative Office for the community analysis areas nearest to the Orange Canyon site.

TABLE 8 Projections of Population in Community Analysis Areas
Nearest to the Orange Canyon Site

Community	Actual	Projected	Projected
Analysis Area	Population, 1980	Population, 1990	Population, 2000
Anaheim Hills	23,605	41,807 (+77%)	51,083 (+116%)
Villa Park	7,590	8,218 (+8%)	8,692 (+15%)
East Orange	56,277	66,997 (+19%)	71,874 (+28%)
South Orange	1,838	8,725 (+375%)	20,310 (+1005%)
Canyon	1,254	3,160 (+152%)	4,532 (+261%)
Tustin Hills	11,909	23,968 (+101%)	32,215 (+171%)

Source Institutional Research Office, Santa Ana College, 1984, p. 2, which is congruent with Orange County Administrative Office, 1982, p. D2-A1.

MAP 6 Areas with the Most New Home Construction in Northeastern Orange County (shaded)



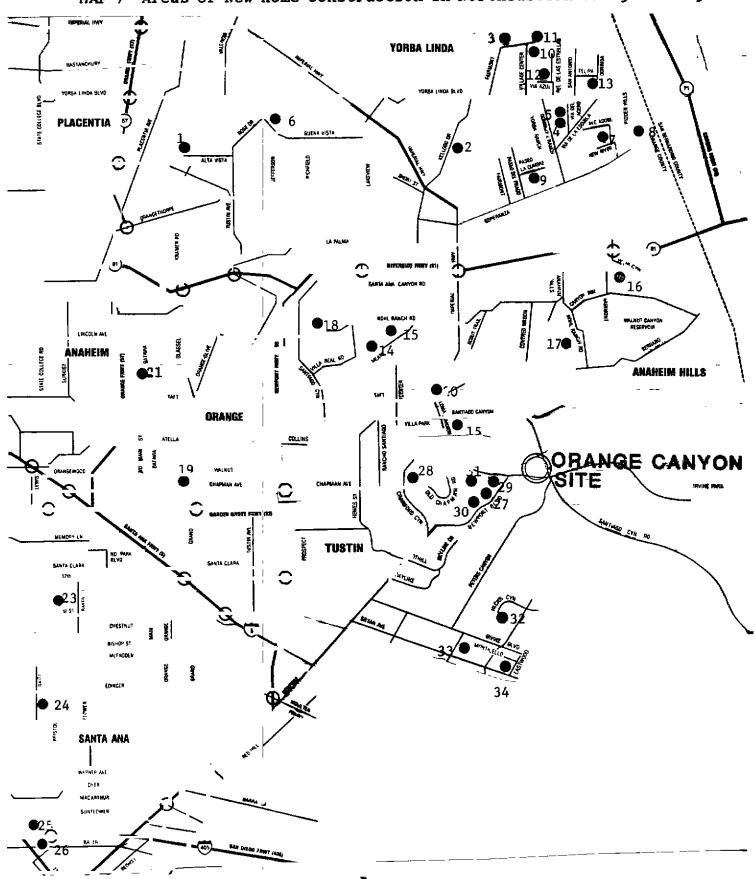
Source: Anaheim Hills General Plan.

Key to Map 7 on page 29:

- 1. Villa Verdes, Placentia
- 2. Kellogg Terrace, Yorba Linda
- 3. Country Homes, Yorba Linda
- 4. Brock Estates, Yorba Linda
- 5. Brock Homes, Yorba Linda
- 6. Windemere Village, Yorba Linda
- 7. Green Hills, Yorba Linda
- 8. Hidden Hill Estates, Yorba Linda
- 9. Sun Country, Yorba Linda
- 10. Coventry Single Family Homes, Yorba Linda
- 11. Country Estates, Yorba Linda
- 12. Travis Ranch, Yorba Linda
- 13. Travis Country, Yorba Linda
- 14. Hearthside, Orange Hills
- 15. Canyon Terrace, Anaheim Hills
- 16. East Hills, Anaheim

- 17. Ridgeview, Anaheim Hills
- 18. Nohl Ranch, Anaheim
- 19. Hampton Court, Orange
- 20. Autumn Ridge, Orange
- 21. Meadowbrook, Orange
- 22. Ponderosa Homes, Orange
- 23. Town Square II, Santa Ana
- 24. Santiago Springs, Santa Ana
- 25. Summerfield, Costa Mesa
- 26. Pentridge Cove, Costa Mesa
- 27. Cowan Hills, Orange
- 28. Villeurbanne, Orange
- 29. High Horse Trails, Orange
- 30. Rocking Horse Ridge, Orange
- 31. Chateau Country, Orange
- 32. Northwood Square, Irvine
- 33. Vista Filare, Irvine
- '34. Woodside, Irvine

MAP 7 Areas of New Home Construction in Northeastern Orange County



Source Moving to Los Angeles and Orange Counties, 1983, pp. 52-54.

District officials have recently written (May 25, 1984, pp 1-2):

According to population projections of the Forecast and Analysis Unit of the Orange County Administrative Office, the Orange Canyon Campus service area will grow from a current population of 103,753 persons to 134,869 persons in 1992 -- an increase of 30 percent. Based upon these figures, the district's institutional research office conservatively projects an eligible population of 95,757 persons (18 years and over) that would result in 11,581 students by the year 1992 as compared to 6,000 students currently enrolled in classes in the Orange service area. Furthermore, the total district population is projected to increase by 13 percent, going from 417,731 persons in 1983 to 472,425 in 1992.... Recent studies ...show that the district's total eligible population increased by 70 percent between 1970 and 1980 and will increase by 43 percent between 1980 and 2000.

Commission staff has discussed these assertions with experts in demographic projections and with local officials and believes them to be reasonable, given current trends and plans by developers.

Although aggregate population growth in any college's service area is an important starting point for educational planning, the characteristics of nearby communities is equally important. The areas closest to the Orange Canyon site are depicted in Map 7 and described in a recent publication, Moving to Los Angeles and Orange Counties (1983, pp. 58-61), as follows:

Tustin

To the north are the foothills. Although homes in this unincorporated area bear a Santa Ana address, its affluent residents identify more with Tustin, calling it North Tustin. It is here that some of the most elegant homes in the county are found, ranging from large ranch-style to mansion estates. Many homes here also have equestrian facilities. The luxurious and gracious lifestyle of this area has earned it the nickname of Beverly Hills of Orange County.

Orange/Villa Park

Dwellings in the city of Orange are the older more mature cottages and tract houses of the 1950s and 1960s. It is in the newer Villa Park, situated in the lower foothills, that the more exclusive and luxurious homes are found. Enjoying one of the highest income per capita levels in the nation, Villa Park offers some of the most prestigious homes in the area, ranging from rambling ranch-style to English Tudor.

Anaheim

Centrally located, Anaheim stretches from the lowlands of Cypress and Garden Grove in the west and south to the foothills of the Santa Ana Mountains in the east. A diversity of housing at prices ranging from moderate to astronomical can be found in both the new and the older well-established section of the city. Luxury homes

in Anaheim Hills offer residents all the amenities of greenbelt living with bike trails, excellent recreational facilities and some of the southland's finest scenery...

An analysis of property values and rentals also suggests that the areas around the Orange Canyon site are, on the average, more expensive than those in the older portions of the Rancho Santiago District -- Garden Grove and Santa Ana -- as Table 9 below indicates.

In addition to the differences in housing costs between the newer and the older areas of the Rancho Santiago District, the ethnic mixture of residents and students is also quite different, as shown in Table 10 on page 32.

Both the Commission's Criterion 9 and Legislative Directives G and I raise the issue of access for the economically, socially, and educationally disadvantaged -- a goal consistently promoted by the Commission From the beginning of its study eight years ago, the consequences of building a new campus in affluent growth areas while maintaining a campus in the oldest section of Santa Ana has raised a negative specter. Although district officials and members of the Board of Trustees insist that these differences will not result in unfortunate differences among the student bodies in Santa Ana and Orange Canyon, several others in the community believe otherwise.

Jean Forbath, Chair, Orange County Human Relations Commission

The area planned for the new community college near Irvine Park promises to be an exclusive, almost entirely white and affluent community. .. One important impact of this new campus seems likely to be increased racial isolation of low-income minority students

TABLE 9 Residential Real Estate Price Ranges, Central and Northeastern Orange County, 1982-83

Community	Median Price Ran <u>ge</u>	Rental Per Month
Anaheım/Anaheım Hılls*	\$98,000 to \$260,000	\$400 to \$1,000
Tustin/Tustin Hills*	150,000 to 400,000	400 to 2,500
Villa Park	350,000 to 600,000	900 to 2,500
Yorba Linda	130,000 to 200,000	350 to 1,200
Garden Grove	90,000 to 140,000	300 to 1,000
Santa Ana	115,000 to 200,000	400 to 1,000

*These two communities consist of older residences and newer ones in the hills. Typically, homes in the hills tend to be priced somewhat higher than existing dwellings.

Source: Moving to Los Angeles and Orange Counties, 1983, p. 39.

TABLE 10 Comparison of the Percent of Total Enrollment from Various Areas in the Rancho Santiago District by Ethnicity with the Percent of the Adult Population in Those Areas, 1980

THE COMMUNITIES CLOSEST TO THE PROPOSED CAMPUS IN ORANGE CANYON

Ethnic Group	Anaheim Studts.	Hill: <u>Pop.</u>	Studts.	Park Pop.	East Ora	enge (Pop.	Central (Studts.)ran <u>ge</u> <u>Pop.</u>	Canyo Studis.	
White	78%	85%	93%	92%	84%	85%	84%	85%	78%	95%
Black	1	1	0	0	1	1	1	1	0	0
Indian	1	1	0	0	1	0	1	1	11 ²	0
Asıan	6	6	2	4	3	3	2	3	0	0
Spanish Surname	8	7	4	4	7	11	8	11	0	4

THE COMMUNITIES CLOSEST TO THE SANTA ANA CAMPUS

Ethnic Group	East Graden (Studts.	Grove			North Santa / Studts.	<u>Ana</u>	South Santa / Studts.	<u>Ana</u>	Central Santa Ana Studts. Pop.		
White	72%	78%	43%	65%	75%	76%	51%	68%	41%	46%	
Black	2	1	7	2	5	2	8	4	11	4	
Indian	1	1	1	1	1	0	1	1	1	1	
Asian	7	6	12	6	3	2	8	7	5	3	
Spanish Surname	10	14	24	26	12	10	21	21	33	46	

THE RANCHO SANTIAGO DISTRICT AS A WHOLE

Ethnic Group	Students	Adult Population
White	69%	70%
Black	4	2
Indian	1	1
Asian	5	4
Spanish Surname	14	23

^{1.} Excludes the category titled "other."

Source: Institutional Research Office, Santa Ana College.

^{2.} This anomaly stems from the fact that one of the nine students enrolled from this community is Indian.

at Santa Ana College. This will be caused by the drain of affluent anglo students from the Eastern part of the District going to the new campus... Any attempts to integrate both campuses will undoubtedly be cancelled when the economic situation of the State worsens, which seems inevitable They are also quite far apart, discouraging anything but forced interchange.

• An Hispanic businessman in Anaheim:

There will be growth in the Orange area and Anaheim Hills, but they will be upper class, well-to-do. Opening a campus there will diffuse the efforts to integrate the Santa Ana campus.

• A bi-lingual educator:

The hill represents far more than a geographic barrier. The people of downtown Orange simply won't accept that campus in the same way as they have their facilities within walking distance.

• An Asian student leader at the Santa Ana campus:

I have no doubt that the new campus will have rich students, and that those who cannot speak English will go elsewhere.

Commission staff has discussed this issue of integration with district officials, who understand that the "natural" course of enrollments, if left to themselves, would result in dramatically different student bodies. Further, they are aware that preventing this differentiation will not be easy and will take continuous efforts. They currently plan several strategies to mix enrollments on both campuses.

- 1. They have designed the "single college" concept, which treats the administration and faculty of the two campuses as a single unit, specifically to help avoid such a split. If successful, this concept will avoid the development of campuses that emphasize their uniqueness or try to serve small portions of the district.
- 2. They will include as initial programs at the Orange Canyon site English as a second language, computer science, business services, and secretarial skills. If the social characteristics of students currently enrolled in these programs, as shown in Appendix B, are any indication, large numbers of ethnic and racial minority students could be expected to enroll in Orange Canyon, if transportation is convenient.
- 3. They are committed to monitoring enrollments in courses and programs to insure that balanced enrollment is achieved. An extensive data base has already been developed especially for this purpose.
- 4. They plan to operate a shuttle service with a bus currently owned by the district, thus encouraging students to enroll on both campuses.

5. They are working with Regional Transit to help provide convenient transportation to the new site, as indicated on pages 36 and 39-40 below.

The Commission has some reservations that the "single college" arrangement will last long, as noted on page 50 below, and it suggests that shuttle bus service also be provided to the district's off-campus centers in the Orange area. Nonetheless, it concludes that district administrators and faculty have anticipated effectively the problems of promoting integration and achieving a balance between the student bodies in Santa Ana and Orange Canyon.

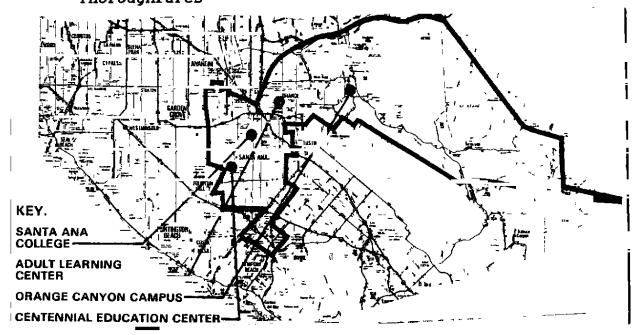
THEME FOUR: GEOGRAPHIC ACCESSIBILITY

Commission Criterion 4: The proposed campus should be located to serve the maximum number of persons in the most cost-effective manner.

Legislative Directive D: [The Commission should consider] commuting time and public transportation service within the district boundary and the immediate service areas of the proposed campus.

Numerous freeways interlace the more settled sections of Orange County and link its residents with Los Angeles to the north, Riverside to the east, and San Diego to the south. But access by vehicle to the Orange Canyon site is currently possible chiefly from the west on Chapman Avenue, a major thoroughfare, or from the northwest on Santiago Canyon Road. The transportation network throughout the district is shown on Map 8 below.

MAP 8 Campus and Major Off-Campus Center Sites of the Rancho Santiago Community College District in Relation to Major Thoroughfares



Source: Rancho Santiago Community College District.

Geographic accessibility clearly is important in locating a new campus. With regard to Orange Canyon, three questions are most relevant. (1) What is the commute time and distance from the outer portions of the service area to the site? (2) When is highway construction likely to occur through the Anaheim Ridge to the north of the site? (3) And how convenient is public transportation to the site?

Travel Time and Distance

Because the urbanized portion of the Rancho Santiago District is relatively compact, travel time to the Orange Cnayon site from this area is modest. This is not true, however, for the vast territory to the north, where residents of Yorba Linda and the Anaheim Hills have to travel west on the Riverside Freeway around the rugged Anaheim Ridge and then south on the Newport Freeway (Route 55). As indicated in Table 11 below, a one-way trip from these areas to the Orange Canyon site under the best conditions takes at least 23 minutes and would take longer during rush hours.

Proposed Highway Construction

Both the Coordinating Council for Higher Education and the Postsecondary Education Commission have used a half-hour as a reasonable maximum time for commuting to Community Colleges from the outer reaches of their service areas. As a result, during the Commission's first review of the proposed site, its staff investigated in some detail the pattern of roads through the Anaheim Ridge proposed by Orange County's 1976 Master Plan of Arterial Highways Little progress has been made since then in penetrating this ridge with a highway Nevertheless, some reasons exist for believing that more convenient access to the Orange Canyon site will soon be possible (Map 9, page 37):

TABLE 11 Travel Time and Distances from the Anaheim Hills and Yorba Linda Areas to the Orange Canyon Site Under Ideal Driving Conditions

From the corner of Fairmont and Yorba Linda Boulevard (the center of Yorba Linda), to Esperanza; to the Imperial Highway, to the Riverside Freeway west; to the Newport Freeway south; to Chapman Avenue east, to the Orange Canyon site:

Time: 23+ minutes Distance: 13.9 miles

From North Ranch Lake (center of the Anaheim Hills area), to Anaheim Hills Road, to the Santa Ana Canyon Road; to the Imperial Highway; to the Riverside Freeway west; to the Newport Freeway south; to Chapman Avenue east, to the Orange Canyon site:

Time: 24+ minutes Distance: 14.9 miles

Source: Commission staff travel between noon and 1 p.m. on a weekday, observing maximum posted speeds and encountering no traffic congestion.

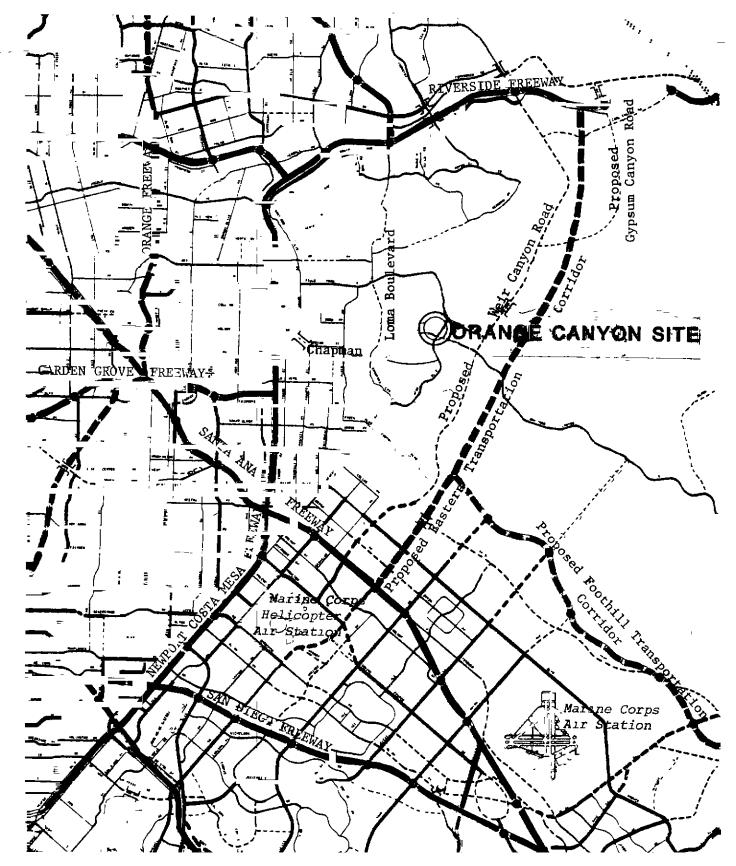
- Extension of the Imperial Highway south (Loma Boulevard) is likely in three years. Status: Construction by developers will proceed following approval by the City of Orange, but complaints by residents are holding up approval.
- Construction of Weir Canyon Road from the Riverside Freeway south to Peters Canyon Road, and ultimately to the San Diego Freeway, is likely within five years. Status: Timing dependent on development by the Irvine Company, which owns most of the surrounding property. Construction must be financed by developers.
- Construction of "the Eastern Transportation Corridor" is likely within 15 years. Status: This six lane freeway would be financed by federal, county, and developer funds.

In addition, the County plans extensive improvements of roads around the site between now and the year 2000 (Map 10, page 38).

Improved Public Transportation

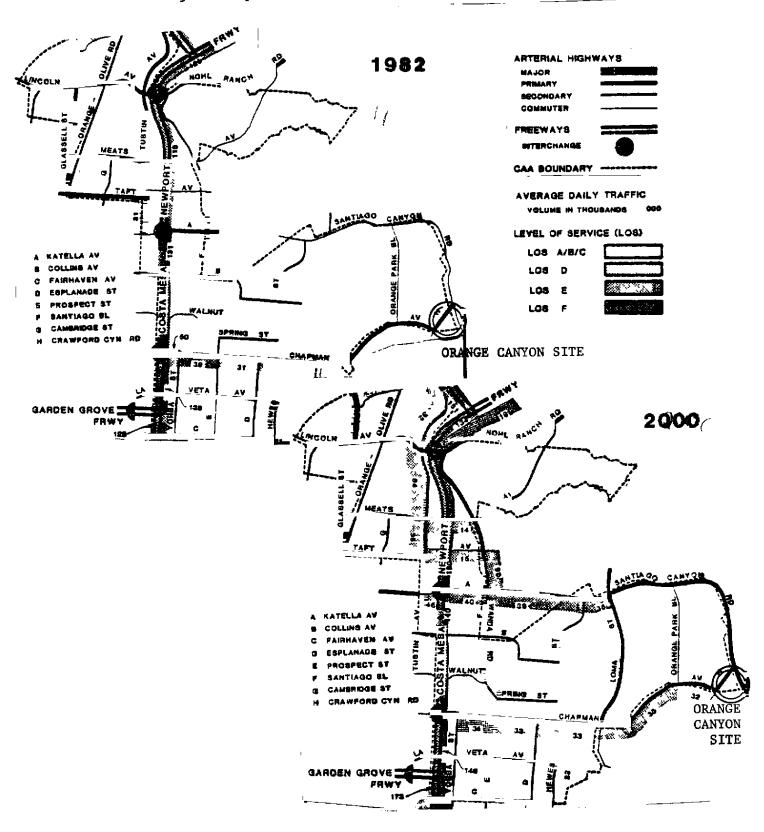
As a whole, Orange County is not noted for an extensive and well-coordinated system of public transportation. Nevertheless, the urban areas within the central portion of the County are served by the Orange County Regional Transit District, especially along Chapman Avenue through Orange (Bus Route 54 on Map 11, page 39). Service on Route 55 from East Orange to Santa Ana is less frequent (Table 12, page 40), but does provide access from the main campus to east Chapman. The Director of Transportation Planning for the Transit District indicates that both these lines will be extended to the Orange Canyon site if the campus is constructed.

MAP 9 Master Plan of Highways in Northeastern Orange County



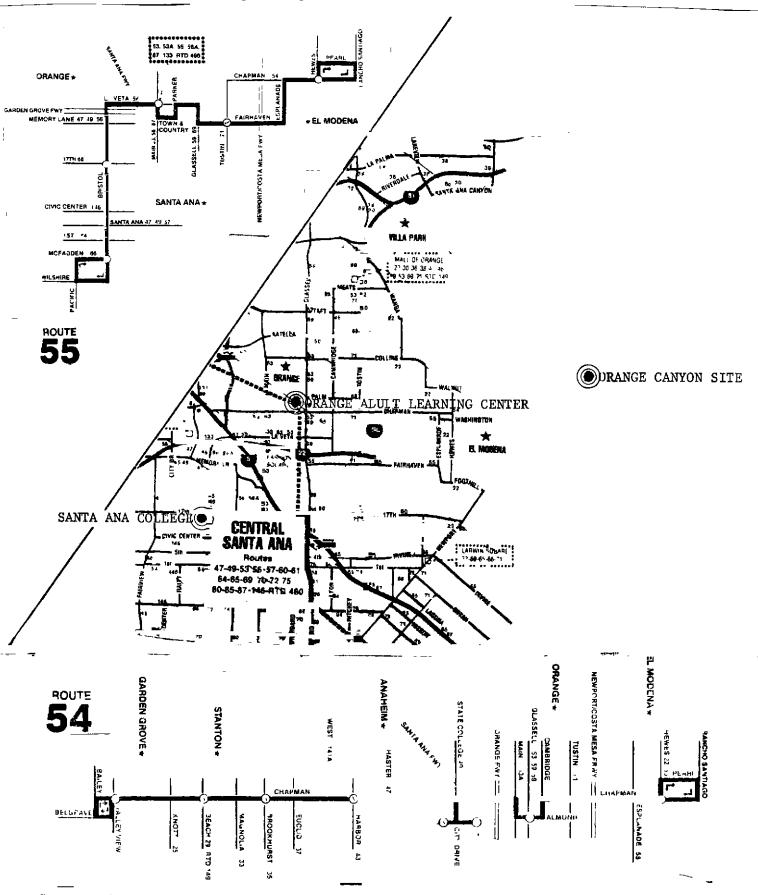
Source: Transportation Planning Division, Environmental Management Agency, County of Orange.

MAP 10 Improvements Planned in the Roads Around the Orange Canyon Campus Site Between 1982 and 2000



Source: Orange County Administrative Office, 1983, pp. 238, 242.

MAP 11 Major Bus Routes (54 and 55) That Could be Extended to the Orange Canyon Site



Source: Orange County Regional Transit

-39-

TABLE 12 Current Schedules of Bus Routes 54 and 55

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745 010 035 900 925	755 820 845 910 915	805 830 855 929 945	908 533 858 923 948	818 841 906 931 957	823 848 913 918 1004	828 854 919 944 1011	938 901 926 951 1018	•	7 5 8	34 58 24 49	740 805 830 885 920	747 812 837 902 927	754 619 644 909 934	801 826 831 916 941	904 629 864 919 944	814 839 904 929 954	925 950 915 940 1005		917 959 1041 1123 1205P	925 1007 10 48 1130 1212P	935 1017 1057 1139 1221P	941 1023 1102 1144 1226P	948 1030 1109 1151 1233P
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440 510	450 520	500 530	503 533	511 541	517 547	523 553	530 556		47 45 60		435 501 511	44? 517 620	419 * 9 * 7,	456 526 634	459 729 631	509 539 647	520 550 658	_	415 457 539	423 505 547	431 513 555	522 n64	531

Source: Orange County Regional Transit

THEME FIVE: EFFECTS ON OTHER EDUCATIONAL INSTITUTIONS

Commission Criterion 3: Other segments, institutions, and the community in which the campus is to be located should be consulted during the planning process of the new campus

Commission Criterion 6: The establishment of a new Community College campus should not reduce existing and projected enrollments in adjacent Community Colleges to a level that would damage their economy of operation, or create excess enrollment capacity at these institutions, or lead to unnecessary duplication of programs.

Legislative Directive C: [The Commission should consider] enrollment of the surrounding educational institutions and the local community during the planning process.

Legislative Directive E: [The Commission should consider] program descriptions and justification for establishing these programs on the proposed campus.

Legislative Directive I: [The Commission should base its recommendation in part on] provisions to promote and maintain an ethnic balance in instructional programs on both campuses based on the district population such that both campuses would have the same type and quality of instructional programs (also considered under Theme Three: Serving the Community and the Disadvantaged, pages 27-34 above).

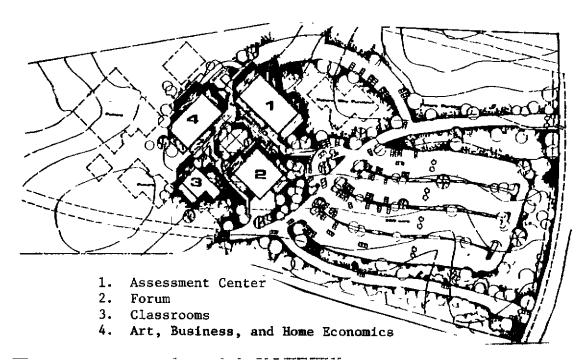
Legislative Directive J: [The Commission should be assured] that the District will function with a single administrative unit and that there will be no duplication of administrative programs or services on both campuses.

The probable impact of the Orange Canyon campus on other educational institutions can be divided into four parts: (1) other nearby public campuses (Fullerton College, Fullerton State University, Orange Coast College, Saddleback North Campus, and the University of California at Irvine); (2) independent colleges; (3) the Santa Ana campus; and (4) the major off-campus centers in the Orange area. (The Regional Area Vocational and Adult Education Councils are no longer functioning in Orange County because their funding was eliminated in 1978; thus information on the impact of the campus on vocational programs is not readily available.)

Public Colleges and Universities Outside the Rancho Santiago District

During the original planning process, staff at all of the public institutions in Orange County were informed of the proposed site, and none indicated concern. During the current review, the two campuses which might be particularly affected -- Fullerton Community College, whose service area includes Yorba Linda, and Saddleback North Campus, which includes Tustin -- were contacted by Commission staff. Because of the considerable population growth in these areas and the extensive demand for student spaces in their districts, staff at these colleges do not believe that their enrollments will be heavily influenced by the Orange Canyon campus.

MAP 12 Current Facilities at the Yorba Linda Continuing Education Center of the North Orange County Community College District



Source: North Orange County Community College District "1985 Capital Outlay Plan."

The North Orange Community College District which operates Fullerton Community College, owns a large tract in Yorba Linda on Fairmont Boulevard and has constructed four buildings on it as a continuing education center (Map 12). No State funds have been provided for this construction. The district does not plan a full-scale campus here, and consequently it is planning to sell some of the land to a developer for a golf course. The major factor against State funding for a campus here is that the district has substantial unused capacity at its Cypress College campus and will not qualify for such funds under current State guidelines. After a highway is cut through the Anaheim Hills, residents in Yorba Linda will have relatively convenient access to campuses with credit offerings in both Orange Canyon and Fullerton, and a continuing education center with non-credit courses and community services in their own neighborhood.

Independent Colleges

Commission staff has sought to contact officials of the five independent colleges and universities—apart from specialized professional and religious institutions—within the service area of the Orange Canyon site: American Pacific University; Chapman College; Control Data Institute, South Baylor University, and West Coast University, Orange Campus. Of those who responded, none had objections to construction of the campus.

Santa Ana College

The effect of the proposed campus on the Santa Ana campus will, of course, be quite signficant, since they are in the same Community College District. However, because the district enrolls far more students than currently attend Santa Ana, it is difficult to believe that Santa Ana's enrollments would decline significantly due to the new campus. Nonetheless, a number of Santa Ana student leaders and some faculty members are concerned that the new campus will drain resources away from the Santa Ana campus, which, of course, is possible when any initiatives are pursued off-campus. This concern and the belief that the new campus will serve only relatively affluent portions of the district are the chief reasons for the negative results -- 4 to 11 -- of a student leader poll conducted at the request of the Commission (Appendix C).

Although the issue of a "resource drain" is always present in a multi-campus district, Commission staff believes that the district has been quite conscientious in planning for a minimum of disruption. As noted earlier, administrators and faculty have sought the effective integration of programs and curricula at the two campuses. Using extensive data from the district's institutional research office, a committee of faculty and academic deans has worked to define criteria for program placement consonant with the concept of a two-campus college and to identify where programs will fit best. Nearly 60 faculty served on various committees or worked in departmental meetings to refine these recommendations. The Decision Support System for this effort ran to more than 2,000 pages (Rancho Santiago Community College District, n.d., p. 2). Currently the district plans to distribute the programs as follows:

MAJORS	COURSES
--------	---------

(Degrees and Certificates Orange Canyon Campus 38	Orange Canyon Campus Santa Ana Campus	441 883
Availability	Availability	
Both Campuses 32 Orange Canyon Campus only 0 Santa Ana Campus only 66	Both Campuses Alternate Scheduling Santa Ana Campus only	166 248 469

Table 13 lists the programs planned for the campuses. Review of this table reveals (1) reasonable balance between what is a large campus (Santa Ana) and a smaller operation (Orange Canyon); (2) equitable distribution of popular programs (English as a second language, computer science, general education requirements, business skills); and (3) attention to the ethnic consequences of distributing programs to various locations (Appendix B lists the current ethnic distribution of Santa Ana College students by course.)

TABLE 13 Planned Availability of Majors at the Orange Canyon and Santa Ana Campuses of the Rancho Santiago Community College District

MAJORS AVAILABLE AT BOTH ORANGE CANYON AND SANTA ANA CAMPUSES

APPLIED ARTS AND SCIENCES

Administration of Justice-Law
Enforcement Option
Law Enforcement Certificate
Career Education (if Family
Living Laboratory is built
at Orange Canyon)
Human Services Degree and
Certificate
Instructional Aide Degree
and Certificate
Instructional Aide - Early
Childhood Degree and
Certificate
Legal Assistance Degree and
Certificate

BUSINESS

Accounting

Accounting Certificate Bookkeeping Business Administration Business Information Science Business Management Small Business Management Degree and Certificate Management Degree and Certificate Emphasis. Business and Industry Governmental Personnel Secretarial Degree and Certificate Secretarial - Legal

Secretarial - Medical

HUMANITIES

English
Ethnic Studies - Chicano Studies

Secretarial - Office Training

Liberal Arts Music Speech Communication Women's Studies

SCIENCE AND TECHNOLOGY

Architectural Technology Degree
and Certificate
Biological Science
Chemistry
Computer Science Degree and
Certificate
Electricity - Industrial
Pre-Engineering Review
Industrial Arts Teaching
Mathematics

SOCIAL SCIENCE

Economics
History
Political Science
Social Science
Sociology

MAJORS AVAILABLE AT THE SANTA ANA CAMPUS ONLY

APPLIED ARTS AND SCIENCES

Administration of Justice Corrections Option
Air Transportation
Child Development Degree
and Certificate
Dressmaking and Alterations
Certificate
Environmental Studies Degree
and Certificate
Family and Consumer Studies
Fashion Merchandising Degree
and Certificate

Fire Science
Interior Design Merchandising
Nursing, LVN
Nursing, RN
Nutrition and Dietetics
Paramedic/Mobile Intensive
Care Degree and Certificate
Public Works Degree and
Certificate
Water Utility Science Degree
and Certificate

BUSINESS

Insurance - all programs
Library Technology
Medical Assistant - Administrative/Clerical Degree and
Certificate (due to need for autoclave)
Real Estate Degree and
Certificate
Real Estate Escrow Degree and
Certificate
Retailing Management
Salesmanship Certificate
Secretarial - Bilingual Degree
and Certificate

HUMANITIES

Art
Art - Commercial
Dance
Ethnic Studies - Black Studies
Foreign Language
Journalism
Photographic Arts Degree and
Certificate
Theatre Arts

SCIENCE AND TECHNOLOGY

Automotive Technology Degree
and Certificate
Emphasis Automotive
Engine
Front End Alignment and
Brake Service
Powertrain Service

Tune-Up and Electrical
Service
Automotive Machinist
Certificate
Botany
Chemistry
Dentistry
Diesel and Heavy Equipment
Technology Degree and
Certificate
Drafting - Mechanical
Electronics Technology Degree
and Certificate
Engineering

Engineering - Drafting and and Design Degree and Certificate
Engineering - General Geology Medicine Meteorology Microbiology Optometry Pharmacy Technology Physics Science Surveying Zoology

SOCIAL SCIENCE

Anthropology Geography Philosophy Psychology

NOTE: Physical education courses would be offered at both campuses, as facilities allow. On the other hand, physical education should not be identified with intercollegiate athletics, which would not be duplicated, but subject to placement after further study.

Off-Campus Centers

The impact of the proposed campus on the Adult Learning Center in Orange concerns the Commission since the district plans to reduce its enrollment or eliminate it entirely after the Orange Canyon campus is opened. Although housed in an old elementary school, the Orange Adult Learning Center has well served many of the area's educational needs since 1971. The characteristics of this Center are as follows:

- 12 classrooms.
- 11,000 assignable square feet of space.
- 6.500 "duplicated" headcount enrollment
- 2,500 "individual" headcount enrollment.

10 percent to 15 percent of total offerings are for credit, although credit courses cannot be offered after Spring 1985 because the facility does not meet Field Act earthquake standards (Non-credit courses are not covered by the Field Act.)

40 percent of the non-credit courses are English as a second language.

5 full-time instructors and 100 part-time instructors.

No library.

Counseling available 43 hours a week.

In addition to the Adult Learning Center, the district enrolls 2,500 students in evening courses at El Modena High School approximately three miles west of the Orange Canyon site. Here the emphasis is on credit instruction (only 10 percent being non-credit) so that El Modena is more of an "extension" of the Santa Ana campus than it is a distinctive, non-credit facility such as the Adult Learning Center. El Modena's chief limitation is that it can only be operated at night and its primary purpose is high school instruction

District officials contend that the extensive use of temporary, leased facilities limits educational opportunities, since the full range of campus services are not available -- a library tailored to the Community College curriculum, vocational equipment, modern computers, and areas for students and faculty to socialize. One implication is that students attracted to off-campus centers are different than those who attend a permanent, comprehensive campus Data on current enrollments within the district support this contention, as shown in Table 14 on the opposite page.

Without compelling evidence to the contrary, it is reasonable to assume that the lack of comprehensive Community College-level facilities is responsible for these differences between the Orange area and those in all other areas of the district, whose students primarily attend Santa Ana College. In both areas, Hispanic and Asian students attend non-credit courses heavily, since these courses typically are English as a second language and usually require only a classroom. Such instruction is enhanced, however, when students can use computers and other mechanical means for language drill, or when they have access to a full range of other courses.

The most obvious differences between the areas occur in the categories of gender (a far higher percentage of women attend credit classes in the Orange

TABLE 14 Selected Characteristics of Students Attending Credit and Non-Credit Classes in the Orange Area and All Other Areas of the Rancho Santiago Community College District

Chamadaniadia	Orange	t Students All Other	Non-Cred [.] Orange Area	it Students All Other Areas
Characteristic	Area	Areas	NIEG.	
Ethnicity:		_	2	3
Asian	8% ^a	14% ^a	2% ^a	4% ^a
Black	3	4	1	2
Hispanıc	11	16	20	65
White	74_	63	54	7 22 ^a
Other	,4a	5 ^a	54 23 ^a	22 4
Gender:				
Female	62	45	67	41
Male	38	55	33	59
Time of Day:				
Day Only	15	51	66	36
Night Only	72	37	29	64 0b
Both	12	12	5	0 5
Credit Load.				
Under Six Units	70	64	N.A	N.A.
Six to 11.9 Units	19	23	N.A.	N.A.
12 Units or More	11	13	N.A.	N.A
Educational Objective	: :			
Vocational/Employme	nt 29	34	N.A.	N.A.
Transfer	25	27	N.A.	ΝA.
AA Degree Only	9	12	N.A.	N.A.
Personal Interest	31	19	N.A.	N A.
Other	6	7	N.A	N A.
Number of Students:	3,462	21,781	3,254	8,174

a. Administrators and faculty members suggest that the actual number of Asian students is considerably greater than these figures indicate. They believe that many such students identify themselves in the other category on the questionnaire.

Source: Institutional Research Office, Santa Ana College, 1981, p. 3, and 1984, pp. 5-6.

b. A total of 18 students, which rounds to zero percent.

area than elsewhere), credit load (a larger percentage take less than six units per term in the Orange area than elsewhere), time of day (non-credit dominates day enrollment and credit night enrollment in the Orange area, which is exactly reversed elsewhere), and educational objective (more students in the Orange area tend to be interested in "personal interest" courses than elsewhere--31 percent compared to 19 percent). Although not shown in Table 13, another 28 percent of all non-credit students in the Orange area are over 60 years of age, compared to two percent elsewhere. This explains, at least in part, the higher percentage of "personal interest" objectives in Orange.

From these data, two questions come to mind:

First, if the use of the Orange Adult Learning Center and other leased facilities results in these enrollment patterns, why change them? It could be argued that these centers serve the needs of special populations for English as a second language, while students who desire the full-range of courses and services probably attend Santa Ana College. However, that answer is insufficient. Disadvantaged or ethnically diverse students are different from "traditional" students in some ways, but not in all. It is a profound disservice to assume that an educational institution has discharged its obligation to culturally different students if it offers only effective English training or low-level skills training. Much evidence suggests that, once these students have achieved a certain threshold of education and personal confidence, they are just as likely -- in some cases even more so -- to aspire to transfer, professional, or highly skilled courses than are students inclined toward higher education by family background. What is needed is an effective bridge from their "non-credit" experience to the progressively wider range of educational opportunities in a college curriculum. The population growth in most portions of northeastern Orange County indicates that, in addition to "off-campus community centers," these people need a full-fledged campus and that Santa Ana College simply cannot accommodate The major challenge is to integrate a new campus with the centers, in terms of curriculum, counseling, and transportation.

The second question is: Should the Orange Canyon campus be expected to serve the educational needs now being met primarily by the centers? For example, will students currently enrolled at the Orange Adult Learning Center attend the new campus if the Center is closed? The Commission does not believe that many will, for several reasons:

- 1. The Center is part of the Orange community. "We need to be in the community physically," said one teacher at the Center. "Many walk here from their neighborhoods, and they simply will not go over the hill as their initial experience with college."
- 2. The Santa Ana College Extended Opportunity Programs and Services has been criticized for not being aggressive enough in outreach with Hispanic and Black students, who now fill only 8 6 percent and 3.7 percent, respectively, of the spaces. Tony Amaya, chairman of the Orange County Pro-Education Coalition and the GI Forum, has urged the college to install more activities in high schools with large numbers of under-represented minorities, attain greater visibility for the college in the

provide additional assistance for students in filling out applications and in the transition to college (Appendix D). Institutions such as the Adult Learning Center are an important element of this outreach.

In addition, the presence of college services nearby $\underline{\text{does}}$ appear to increase enrollment by ethnic and racial minorities, as shown in Tables 15 and 16

TABLE 15 Ethnicity of Santa Ana College Students and the Eligible Population of the Rancho Santiago Community College District, 1983

Ethnicity	Santa Ana Co In-District	llege Enrollment Out-of-District	District Population Aged 18 and Above
Asian	16%	12%	4%
Black	4	3	2
Hispanic	19	10	23
White	57	71	69
Other	4	4	2

Source. Santa Ana College, 1984, p. 9.

TABLE 16 Ethnicity of Rancho Santiago District Students and Adults in Four Areas of the District, 1980

Area and Population	<u>Asian</u>	<u>Black</u>	<u> Hispanic</u>
Central Orange:			
Students	2%	1%	8%
All Adults	3	1	11
East Orange:			
Students	3	1	7
All Adults	3	1	11
Central Santa Ana:			
Students	5	11	33
All Adults	3	4	46
South Santa Ana:			
Students	8	8	21
All Adults	7	4	21

Source: Institutional Research Office, Santa Ana College, 1982, p. 14.

Table 15 indicates that Black and Hispanic students enroll in higher proportions when they are closer to Santa Ana College than when they live out-of-district and are, presumably, farther away. Table 16 shows that the proportion of Asian and Black students who live in Central or South Santa Ana is higher than the proportion of these two ethnic groups in the community's adult population as a whole. Conversely, the proportion of minority students in the Central and East Orange areas merely equals or is lower than the percentage of these communities' minority population, despite the courses available in centers. This suggests that the existence of a convenient collegiate-level campus is important for enrolling significant numbers of minority students

In Budget Act Directive J, the Legislature instructs the Commission to seek "assurances that the district will function with a single administrative unit and that there will be no duplication of administrative programs or services on both campuses." The Commission concludes that the district's "single college" concept provides this assurance, at least within the near future (see page 33 above). Before adopting the concept the Rancho Santiago District studied its implementation at Portland Community College in Oregon, Jacksonville Community College in Florida, Northern Virginia Community College, and Terrant County Community College in Texas. Commission staff has also reviewed these "single-college" experiments, as well as the experience of the Saddleback Community College District, which recently abandoned the "single college" concept in favor of a more traditional "two-college" approach.

Based on this review, the Commission believes that despite an initial attractiveness, the single college method for governing two campuses is unstable and is not likely to long endure. The reason is that the <u>campus</u> remains the basic unit in public higher education, despite widely publicized experiments with televised instruction and "storefront operations. Over time, campuses tend to develop their own traditions, programs, and style. Thus by their nature, campuses within multi-campus systems usually become increasingly independent and resistant to bureaucratic control, with the most renowned institutions often the most vocal.

The Commission foresees that the "single college" concept can help serve three important purposes in the Rancho Santiago District: (1) to minimize the need for new administrators; (2) to smoothe the division of resources between two comprehensive campuses, and (3) to provide a means to redress ethnic imbalances between the two campuses. But the Commission suggests that several other strategies beside "single college" governance will be necessary to achieve these purposes. In view of its concern and that of the Legislature regarding this concept, the Commission believes that the State should review the effectiveness of the district's "single college" concept in achieving these purposes within five years.

FOUR

ANSWERS TO QUESTIONS POSED BY COMMISSIONERS

During discussions of the proposed Orange Canyon campus by the Commission's Policy Evaluation Committee and during the visit of several Commissioners to the Rancho Santiago District on June 18, many questions were raised for further investigation. Most of these have been answered implicitly in the preceding analysis of the Commission's guidelines and legislative directives. Nevertheless, this section of the report answers all of these questions directly, even at the risk of repeating some information.

Is a New Campus Absolutely Needed?

Some kind of large, permanent, and comprehensive facility in northeastern Orange County is required to serve the long-term needs for Community College education of people in the area. Because Cypress College in the North Orange County Community College District has considerable excess capacity, it is doubtful that the North Orange District will ever qualify for State funds to build such a facility. Therefore, it is logical for the responsibility to rest with the Rancho Santiago District.

Do the Residents of the North Orange County Community College District Understand That the New Campus Is Likely to Be the Last One to Be Built Nearby and That It Will Have to Serve Them as Well?

Most people in the North Orange District who live west of Yorba Linda (see Map 4 on page 14) are likely, because of distance, to attend Fullerton College, if they wish to attend a Community College. As the Commission has stated repeatedly, those residents in the growth areas of eastern Orange County, including Yorba Linda, should not expect the State to construct a new campus north of the Anaheim Hills.

The Commission forwarded this recommendation to the Board of Trustees of the North Orange District in 1977, and that Board responded with the resolution contained in Appendix E. The Commission staff has discussed this matter with staff in the North Orange District Office. If these actions do not seem to be sufficient notice to the residents of the North Orange District, another resolution to that effect is appropriate.

Is the Orange Canyon Location the Best One for a New Campus?

The site should be evaluated in terms of (1) its geographic location and ease of transportation access; (2) its ability to attract a diversity of students and to serve the needs of people throughout the district; and (3) its cost to develop.

Location and Access: The Orange Canyon site is admittedly isolated now, partly because of the rugged terrain to the north and partly because it lacks convenient thoroughfares from any direction except the west. The

Commission is convinced, however, that this isolation will gradually end over the years, as development occurs throughout the region. It is reasonable to believe that by 1990, the Orange Canyon site will be near a four-lane highway from the Riverside to the San Diego Freeways and, by the year 2000, near a new six-lane "transportation corridor."

Attractiveness to Diverse Students: Without considerable effort, a campus in the Orange Canyon area will not be able to attract a diversity of students. Even with these efforts, it will never have the same kind of students as does Santa Ana College, nor should it be expected to do so. However, instead of being operated and evaluated as a separate entity, the campus and its activities should be coordinated with all the rest in the Orange area and considered together. With this approach, it is reasonable to expect a wide diversity of students whose needs are met in several locations, both on and off campus, and through several modes of instruction--credit and non-credit courses, lecture and laboratory classes, and independent study.

Developmental <u>Cost</u>: Since the Rancho Santiago District already owns 30 acres of the Orange Canyon site and has an attractive offer to purchase additional acreage, this site will be less expensive to develop than other alternatives such as purchasing another site or altering an existing facility in Orange. The District might use some of the Orange schools being closed because of declining enrollment, but the expense of converting them into full-scale campuses with appropriate parking, lecture halls, and space for vocationally-oriented programs would prove considerably more expensive than the cost of developing the Orange Canyon site.

What Are Alternative Locations for a New Campus?

The practical alternatives are limited. Any location north of the Anaheim Hills (several of which were investigated by the district and the Commission staff in 1978) would be extremely expensive to purchase and, because of required changes in the area's Master Plan for Development, would likely delay opening the campus for a decade. If an existing building in an urban area were chosen, it would have to be remodeled extensively and spaces for parking provided at considerable expense. Nearby residents would likely object strongly to creation of a 10,000 to 20,000 student campus in their midst, and city officials would likely oppose the idea as well. A more practical alternative would be to use these existing facilities as adjuncts to a campus, in the same way the district currently uses leased buildings.

Should Students Be "Forced" to Attend the New Campus by Closing the Current Centers?

In terms of evening classes at the high schools in El Modena, Villa Park, and Canyon (Anaheim Hills), there will probably be no disruption by moving most of the classes to the Orange Canyon site because many of these classes are for credit, and the high schools are relatively near the proposed site.

The situation is different with the Orange Adult Learning Center. This is a distinctive facility, serving primarily as an entry point for students needing English as a second language and vocational courses that do not require specialized facilities. Furthermore, the Center is the only one

which operates during the day and represents an independent "community presence" for the Rancho Santiago District. The Commission believes that some kind of Center, such as this one, should continue in Orange, although, as discussed on page 46, the present building may not be suitable.

Are Program and Course Shifts the Only Way to Insure Ethnic Diversity at the Orange Canyon Site?

No, although they are important ways. In addition, the Rancho Santiago District should link the credit program on the new campus closely with the non-credit program and pre-college offerings throughout the Orange area. The district should insure that transportation is convenient between the Orange Adult Learning Center (or its successor) and the new campus. The assistance of numerous Hispanic, Black, and Asian leaders in the community should be actively sought at each stage of the development. Finally, the Extended Opportunity Program and Services should play an active role in outreach within the Orange area to insure an orderly transition between entry-level courses and more advanced training at the new campus.

Can the District Sell the Orange Canyon Site?

Not really, although the contract for its purchase provides that title to the land will return to the Irvine Company at the original sale price if it is not developed into a Community College. The contract is quite detailed and specific about the uses of the property, and allows no latitude for significant changes in the plans or for land speculation. The only flexibility comes in the option to purchase additional acres.

Is the Santa Ana Campus Overcrowded?

No, primarily because the district enrolls 30 percent of its total Weekly Student Contact Hours off campus. Without these operations, the campus would be sorely impacted.

The question is: How adequate are these off-campus facilities for educating current students and those projected to enroll in the future? In terms of an adequate range of educational opportunities and an orderly progression through a comprehensive curriculum, the district is near its limit in using leased or non-collegiate facilities.

What Is the Reaction of Other Institutions of Postsecondary Education to the Proposed Campus?

Officals of other public and independent institutions contacted by Commission staff have raised no objections. The staff has not contacted religious or professional institutions, assuming that the campus will offer few courses similar to theirs. Because Orange County lacks a Regional Area Vocational Education Council, it would be difficult to determine the opinion of most private proprietary school operators. However, judging from both the proposed College's site and its planned curriculum, its direct competition with such schools appears minimal.

If the Commission Does Not Approve the New Campus, What Would Happen to the \$4 Million in the 1984-85 Budget?

It would revert to the Capital Outlay Fund for Public Higher Education and, unless appropriated during the current fiscal year, would remain an unappropriated balance available for future use. However, it is not possible to say when, where, or how the Legislature would choose to spend this or any other available funds. The relatively modest size of the appropriation -- \$4 million -- does not make it a crucial element in establishing legislative priorities.

How Will Construction of This Campus Affect the Operations Budget of the Rancho Santiago District and of Community College Districts Statewide?

Since Assembly Bill 8 of 1979, the total funding available for the Community Colleges has been "capped." Since Assembly Bill 1369 of 1981, the State imposed an "enrollment-funding management system" whereby the Chancellor's Office of the California Community Colleges annually apportions a number of dollars available for funded enrollment growth to each district, taking into account the district's projected growth of adult population, unemployment, and the number of refugees. Although enrollment in the Rancho Santiago District has declined over the past two years, the Commission believes that this is more the result of the recent recession than a "natural" decline in the demand for Community College education in the district. The likely effect of the forthcoming statewide student fee on future enrollments cannot be determined, but it does not appear likely to change the long-range enrollment demand in the district.

Even without a new campus, the district has a considerable ability to generate new enrollments by adding popular classes elsewhere. But even so, it cannot receive State funds above the funded limit established by the Chancellor's Office. Therefore, if it is presumed that the increased demand for student spaces will be met somehow, the construction of a new campus should have a minimal effect on funded enrollments in the short run and only a limited one in the long run

Do Any Groups in the Community Oppose Construction of the Proposed Campus?

No groups have opposed construction in the press or through formal channels, although several people have expressed concerns, as stated on pages 31 and 33. The Commission believes that these perspectives are quite important and, while they are not persuasive regarding abandonment of the Orange Canyon site, they should be taken into account in planning a comprehensive strategy to meet the educational needs of the people of Orange, Anaheim, and Garden Grove.

FIVE

CONCLUSIONS AND RECOMMENDATIONS

Based on its review of the proposed Orange Canyon campus, and taking into account its own criteria for evaluating proposed campuses and legislative directives about this particular campus, the Commission offers the following 12 conclusions:

- The demand for Community College education in northeastern and central Orange County is substantial and growing because of both population growth and the needs of special populations with English language deficiencies.
- This growth in student demand cannot be adequately met by expanding Santa Ana College, by increasing the number or size of leased facilities, or by redirecting more students to existing campuses in other parts of the county.
- 3. In 1977, the Commission concluded that the lack of appropriate alternatives to meet this projected demand justified a new campus in the Rancho Santiago Community College District. The Commission approved the request of the Rancho Santiago District for a new campus on the condition that (1) prior to the final approval of a site for that campus, the governing boards of the Rancho Santiago District and the North Orange County Community College District submit a mutual resolution which stipulated that both districts had signed binding interdistrict attendance agreements allowing the "free flow" of students between them; and (2) the site selected for the second campus in the Rancho Santiago District would best serve the needs of residents in the growth areas of both districts. The districts complied with these conditions in 1977.
- 4. The Rancho Santiago District purchased 30 acres in the Orange Canyon area, south of the previously inaccessible Anaheim Hills ridge which makes transportation to and from the north difficult. This isolation will gradually end over the years, as development occurs throughout the region. By 1990, a four-lane highway linking the Riverside and San Diego Freeways will most likely be constructed near the Orange Canyon site and it will be followed before the year 2000 by a six-lane "transportation corridor" between these two freeways.
- 5. The Department of Finance has recently projected that a new campus located in Orange Canyon will have a total enrollment of 13,000 students by 1993, including those enrolled for credit in day and evening courses and in non-credit classes. Further, the Department projects that such a new campus will generate 113,300 Weekly Student Contact Hours by 1993. These projections far surpass the minimum thresholds traditionally used by the Coordinating Council for Higher Education and the Postsecondary Education Commission in approving new Community College campuses
- 6. The accuracy of the Department of Finance's projections in the aggregate for the Rancho Santiago District justify confidence in the campus-specific

projections, and plans for developing the surrounding land indicate that the enrollment growth projected for the new campus is reasonable.

- 7. The community that surrounds the proposed campus is different from those throughout the rest of the Rancho Santiago District, in that it has high per capita income and low ethnic minority representation. While the campus should serve these nearby residents, it would be a disservice to students and to residents throughout the district if the new campus did not attract a student body diverse in terms of economic and social characteristics.
- 8. This diversity will not occur without conscious strategies accomplished long-term. These strategies include:
 - Implementation of the district's "single college" concept, which treats the administration and faculty of both campuses as a single unit;
 - Introduction of curricula and courses at the Orange Canyon site, as proposed by the district, that reflects the existing pattern of enrollment in similar courses at Santa Ana College and elsewhere in the district, so that the offerings will appeal to, and meet the needs of, members of ethnic minority groups.
 - Operation of a shuttle-bus service between the Santa Ana and Orange Canyon campuses, as planned by the district, and possible provision of similar service to the Orange Adult Learning Center and other areas in the City of Orange,
 - Further the district effort by working with the Orange County Regional Transit District to provide convenient transportation to the new site;
 - Active seeking of assistance from Hispanic, Black, and Asian leaders in the Orange and Santa Ana communities at each stage of the site's development; and
 - Expansion of the district's Extended Opportunity Program and Services in outreach activities within the Orange area to help insure an orderly transition between entry level course within the Adult Learning Center and more advanced education at proposed site.
- 9. Through coordination of curricula and courses, the proposed campus will not adversely affect enrollments at Santa Ana College, especially since the College generates only 70 percent of the district's total Weekly Student Contact Hours
- 10. The geographical location and proposed curriculum of the new campus suggest that its operation will have minimal, if any, effect on the enrollments of existing public and independent colleges and universities in Orange County, or on private proprietary schools in the area.
- 11. The Orange Adult Learning Center has met many educational needs of the City of Orange for more than a decade, but the educational effectiveness

of most off-campus centers is limited by their style of construction or their current daytime purpose if available only at night. Typically such centers are not able to offer a full range of courses because of a lack of a library tailored to a college curriculum, vocational equipment, modern computers, and areas for students and faculty to socialize. They can provide, however, an important initial experience with Community College instruction, especially in English and entry level vocational skills. For that reason, it would not be a sound strategy to eliminate the major off-campus centers or courses if the proposed campus is opened

12. Transferring all or the majority of courses from the City of Orange to the Orange Canyon site will likely diminish the enrollment and limit the educational opportunities of many disadvantaged people in Orange who would be reluctant to "go over the hill" to the new campus, especially if they have had limited experience with postsecondary education. Educational opportunities at the new site should thus be carefully coordinated with improved courses, services, and facilities throughout the City of Orange and that portion of Garden Grove within the Rancho Santiago District.

Stemming from these conclusions, the Commission adopts the following resolution:

WHEREAS, the Education Code and the 1984-85 Budget Act require the Commission to review the proposed Orange Canyon campus in the Rancho Santiago Community College District of Orange County, and

WHEREAS, the Commission has evaluated the proposal for this new campus according to the directives of the Legislature and its own guidelines, in terms of enrollment projections, alternatives to a new campus, service to the community and disadvantaged people, geographic accessibility, and its effect on other educational institutions, and

WHEREAS, the Commission concludes that enrollment projections justify one new major facility in northeastern Orange County, and

WHEREAS, the Rancho Santiago District has chosen a site for this facility in the Orange Canyon area and now owns 30 acres of land that it has improved with a parking lot and utility connections, and

WHEREAS, an examination of the alternatives to building the campus indicates that they could not provide its educational opportunities without far greater cost and significant delay, and

WHEREAS, evidence suggests that the Orange Canyon site will soon have more direct access to the Anaheim Hills and Yorba Linda areas in the north than is now available, and

WHEREAS, the Commission is concerned that, although the new campus is needed to accommodate enrollment growth and provide better education in the northern portions of the Rancho Santiago District, its location may result in its serving a narrow range of people and that the socio-economic and ethnic characteristics of its student body might not reflect the characteristics of residents in the District as a whole, therefore be it

RESOLVED, that the California Postsecondary Education Commission approves construction of the two buildings and the purchase of library books for the Orange Canyon site as funded in the 1984-85 Budget, and be it further

RESOLVED, that the Commission recommends that the Legislature and Governor not appropriate any funds after 1984-85 to purchase additional land or to construct additional buildings on the site, until the operation of the Orange Canyon campus can be evaluated fully, and be it further

RESOLVED, that, for the purposes of this evaluation, the Commission recommends that the Legislature and Governor require a report from the Rancho Santiago Community College District which includes at least the following:

- A comparison of the socio-economic and ethnic characteristics of students attending classes at Santa Ana College, at the Orange Canyon campus, and at all other major off-campus centers, in terms of day credit students, night credit students, and non-credit students;
- A description of how the people in the City of Orange were served by the District before and after construction of the Orange Canyon campus, together with reasons for the changes;
- A description of changes in the transportation system in northeastern Orange County and evidence of progress in making access for residents of the Anaheim Hills and Yorba Linda areas more convenient to the Orange Canyon site;
- 4. Evidence that the operation of the Orange Canyon campus has been effectively coordinated with the system of off-campus centers and courses throughout the district, and that these off-campus facilities have been improved, wherever feasible; and
- 5. Evidence of progress in implementing the "one college" concept throughout the District.

And be it further

RESOLVED, that the Commission advise the Rancho Santiago Community College District to include community groups in planning the educational activities and promoting equal educational opportunity at the Orange Canyon site,

And be it further

RESOLVED, that the Commission urge the City of Orange and all other parties responsible for the transportation network to construct roads or provide convenient service to the Orange Canyon site from northeastern Orange County,

And be it further

RESOLVED, that the Commission reaffirm its earlier conclusion that only one new major facility is needed to serve the educational needs of the residents of northeastern Orange County through the year 2000.

APPENDIX A

Notes on Data, Methodology, and Assumptions of the Department of Finance in Its June 6, 1984, Special Projection of the Orange Canyon Campus

DATA USED BY THE DEPARTMENT OF FINANCE AS A BASIS FOR THE PROJECTIONS

Community College Form CCAF 130 and 131, fall enrollment data for the past five years and CCAF 320 reports for the Rancho Santiago Community College District;

High school graduates (day grads) from Orange Canyon area feeder high schools, 1980 to 1983 (California Basic Education Data Systems, Department of Education);

May 1984 up-date to Demographics <u>Pertaining to RSCCD Orange Canyon Campus Site</u>, published by Santa Ana College, Institutional Research Unit

METHODOLOGY

The Rancho Santiago District total credit enrollment is projected assuming an increase in the number of first-time freshmen, under 20 years of age, enrolled for credit resulting from the construction of the Orange Canyon campus. The difference between this enrollment projection and the Department of Finance projection (total credit enrollment for the District as a whole) is assumed to represent the excess enrollment generated by the establishment of the Canyon campus. Total credit enrollment used for this special projection is an average of this difference and the projection computed by the Institutional Research Office at Santa Ana College.

Non-credit enrollment for the Canyon campus in the spring of 1984 was 47 percent of the total district's non-credit enrollment. It is assumed that this proportion will remain constant from 1984 to 1993 and non-credit enrollment at the Canyon Campus is thus derived.

Weekly Student Contact Hours (WSCH) for each of the categories of enrollment are projected applying average Weekly Student Contact Hours to the respective enrollment category projection. The sum of day, evening, and non-credit fall enrollment and annual WSCH is then computed.

ASSUMPTIONS (excerpts from the Explanation by the Department of Finance)

- 1. The graduates from the Orange Canyon area high schools have averaged 53 percent of the total high school graduates within the entire District for the past four years. This proportion is assumed to remain constant over the next ten years, and is applied to the projection of total high school graduates from the entire district.
- 2. First-time freshmen 19 years of age and under who have previously attended high schools in the Canyon campus area averaged 17.42 percent of the "day" graduates over the past five years. This proportion is applied to the projected high school graduates in June 1984 to project the number of first-time freshmen from the Canyon area feeder high schools, under 20 years of age, who would enroll for credit in Fall 1984. This proportion is gradually increased up to 23.5 percent in 1993 to reflect the increasing attraction of permanent facilities in the Canyon area.
- 3. Full-time freshmen, under 20 years of age, who were from the Orange Canyon area and enrolled for credit averaged 56.4 percent of all the full-time freshmen, under 20 years of age, during the past five years, who enrolled for credit. This proportion is used to project the total district full-time freshmen in 1984 and is increased gradually to 60.5 percent in 1993 to reflect the increasing attraction of permanent facilities in the Canyon area.
- 4. The projected total number of first-time freshmen enrolled for credit in the entire district is computed for all projection years and is used to derive a projection of total credit enrollment for the District as a whole, assuming the construction of a campus at the Orange Canyon site. In the Fall of 1983, the first-time freshmen, under 20 years of age, who enrolled for credit represented 2.4 percent of total credit enrollment. This proportion is assumed to be constant throughout the projection years and so provides the basis for projecting total credit enrollment.
- 5. For the past five years, the day enrollment averaged 56 percent of total credit enrollment in the District. It is assumed that this proportion will increase slightly to 57 percent in 1984 and remain constant throughout the projection. Day enrollment is thus derived for the Canyon campus.
- 6. Day full-time enrollment in the district during the Fall of 1983 was 27 percent of total day credit enrollment. This proportion is applied to the estimated day enrollment for the Canyon Campus to derive the full-time day enrollment in 1984. This proportion is then increased gradually to 35.5 percent in 1993 to reflect the increasing number of younger people in the Orange Canyon area
- 7. For the past five years, full-time evening enrollment averaged 2.7 percent of total evening credit enrollment. It is assumed that this proportion will remain constant throughout the projection. Evening full-time enrollment is thus derived for the Canyon campus.

- 8. The average WSCH for each Fall during the past five years is calculated and then the average WSCH/enrollment is applied to the projected enrollment in each of the categories (day full-time, day part-time, evening full-time, and evening part-time) for the Canyon campus. The day full-time average WSCH is increased slightly over the projected years to reflect the increase in full-time day enrollment.
- Day and evening WSCH for the fall in each category of enrollments are then adjusted to include positive attendance WSCH. Then, these are added to compute the equivalent of annual WSCH. It is assumed that the ratio between Fall WSCH averaged over the past five years will also apply at the Canyon campus. It is also assumed that the ratio between Fall census week attendance and annual WSCH including positive attendance for the District as a whole during the past five years will apply at the Canyon campus.
- 10. Annual day and evening WSCH are then computed for the credit category.
- 11. Non-credit enrollment at the Canyon campus is assumed to remain at 47 percent of projected total enrollment for the District, according to the pattern of the past five years.
- 12. Non-credit WSCH (including positive attendance and on an annualized basis) is projected by applying an average annual WSCH to projected enrollment, which is an average of the non-credit annual WSCH averaged over the past five years for the District as a whole.

APPENDIX B

Ethnic Composition of Course Enrollments at Santa Ana College Fall 1983

Martment	kin te o	te Z	#1ss	enic T	Bla n	ck C		ian Y	Ott A	ner 1	Unkne n	own %	TOTAL !	Min K	
Accounting	740	641	153	134	53	51	174	15%	44	43			1,164	363	ı
Anthropology	80	501	17	112	7	41	46	29\$	10	61			160	501	
Apprenticeship - Barbering	16	621	5	191			3	121	2	d'a			26	361	
Apprenticeship - Carpentry	591	80%	96	132	10	11	8	12	10	41			735	20%	
Apprenticeship - Communication Lineman	75	891	i	42					2	7%			28	113	
Apprenticeship - Electrician	232	811	17	61	2	11	2	12	20	7\$	3	ıx	276	161	
Apprenticeship - Maintenance M.chanic	24	571	14	331			2	5%	2	51			42	432	
Apprenticeship - Mill Cabinet	15	881	2	127									17	121	
Apprenticeship - Power Lineman	59	2012	3	41					5	71			67	12%	
Apprenticeship - Knofing	31	87%	4	111	1	31			2	61			36	18%	
Apprenticeship - Surveying Technology	17	851	3	15%									20	151	
Apprenticeship - Tool, Die, Machinist & Moldmaker	176	78%	25	112	6	11	7	32	11	51			225	221	
Architectural Technology	1.34	70%	3 G	161	6	31	18	91	3	2%			191	30%	
Art	589	771	75	101	5	11	80	lox	18	21			767	232	
Astronomy	161	411%	22	111	2	14	7	41	8	41			200	196	
Auto Mcchanics	139	341	86	212	14	31	137	341	23	72			405	661	
Auto Mechanics (LEIA)															
Bank Ing	61	49%	22	182	Į4	117	14	112	13	101			124	512	
biology (including intentisciplinary Studies 155)	611	63%	742	192	45	314	153	10%	69	51	1	11	1,291	371	
Business	766	651	156	132	RS	/1	110	91	60	5%	1		1,175	35%	
Business Information Science	1,008	651	184	12%	12	5 T	216	14%	въ	4%	5		1,553	151	
Completiy	149	461	63	20%	11	3 1	78	244	Zì	/%			175	542	
Communitations (OD) through 049 only)	67	67%	5ء	193	11	92	2	21	4	31			129	3)%	
Conjuter Science	172	45%	229	1.11	48	31	567	331	84	51			1,700	551	
Cosmittology	42	J97	26	2.5%	,	61	35	301	2	21			108	611	-
Criminal dustice	337	601	154	5112	43	H2	5	17	22	4%			556	40%	
Criminal dustice Academies	182	731	34	141	10	41	5	12	15	61	5 .	21	248	212	
Dans e	267	65	12	184	20	5 X	27	7 L	25	61			411	35%	
Nental Technology	U	402	5	25%			7	351					20	601	
Diasel	63	HIZ	12	15%	2	37	ı	17					78	191	
- Drafting Technology	113	462	341	161	5	22	17	312	13	51			246	54%	
Earth Science	63	707	16	18%	5	61	2	21	4	4%			90	301	
Economics	198	632	31	101	14	41	61	201	9	31			313	37%	
Education	3)	721	9	213			3	12					43	281	
Electronics	344	212	131	8\$	31	21	1,061	641	99	63			1,664	791	
Electronics (CETA)															
Flectronics (SER)	166	47-	21					214					217		
Engineering	106	431	26	10%	10	41	81	331	22	91	2	IX	247		
English (includes ESL)	974	342	588	20%	110	41	1.092	381	131	4%			2,895	561	
Environmental Studies	99	/11	21	15%	5	4%	5 7	4%	10	7 %			140	29%	
Family & Consumer Studies (Food & Notrition)	126	712	24	141	11	61		43	10	61			17/	291	
Family & Consumer Studies (Clothing & Fashion) Family & Consumer Studies (Interior Design)	179 21	661 841	28	101	13	51	41	151	11	4%			272 25	34% 16%	- 1
Fire Academy	1,796	851	147	/1	22	11	15	12% 1%	1 106	41 51	19		2,105	151	
Fire Technology	1,212	821	177	15%	13	12	11	12	95	41	3	1.	1,478	181	
French	93	381	43	18%	2	12	90	37%	15	6%	•		243	621	
Genology	55	832	5	8%	•	••	4	67	2	3%			66	17%	
Geography	97	78%	10	6r	ì	12	12	101	5	48			125	221	
Geology	46	90%	1	21	-		3	61	- 1	21			51	103	
German	62	84Z	8	115		1 *	- 2								
Guidance	764	626	340	312	1 68	11 51	258	36 176	1 80	15 55			74	163	
Guidance (second nime weeks)	47	47%	19	196	11	112	18	185	5 5	91 91			1,480 100	481 532	
Health Education	217	72%	42	145	10	32	16	51	17	6X					
Health Science	109	921	3	2\$	7	51 61	10	36	17	40	1		303	28% 8&	
			•		- '				-				119	02	

partment	White Po	e I	ltispa n	nic S	61a	ck S	As ia	ın E	Oth n	18 F	Unknos n 1		OTAL M	in I
		-	-	-	-	•	-	_		-		٠.		-
listory	486	59%	182	221	34	42	89	111	35	41	1		827	412
luman Development	460	6/%	114	172	41	61	36	51	22	35	11 .	21	684	308
luman i Lies	68	71%	15	161	11	112	1	11	1	12			96	291
industrial Technology	37	29%	42	33%	4	31	6	51	4	3%	33 2	61	126	718
nsurance	195	82%	20	81	H	5%	7	31	4	2%			237	182
Interdisciplinary Studies	83	77%	13	12%	5	5 %	3	31	4	4%			108	232
Lalian	27	3)1	10	26%			1	jî,	1	35			39	691
tourna l i so	58	811	11	152	3	41							72	193
egal Assistant	267	OUT	37	112	11	31	7	48	12	45			334	201
ibtary Technology/Science	17	74%	4	172			2	91					23	261
Machine Technology]	107	241	77	178	8	21	201	45%	45	10%	4	13	442	761
langement	206	671	48	15%	19	62	11	41	24	63	-		310	331
farket Ing	126	841	7	51	11	72	1	15	5	31			150	161
4a Chema Lius	1,138	47%	102	172	100	41	649	271	125	51				53%
Redical Assistant	1,136	62%	49	191	13	5%	25	10%	123	51			2,414 26J	381
tustc	730	bil	137	134	57	5±	215	181	56	5%			1,195	
Matural Science	7.30	J	131		3/ L	luuz	413	101	30	97				391 1001
Nursing - Continuing Education	81	811	7	71			7	24		4=				
writing - Registreed	240	911		71	1	12	7	7%	14	41			100	191
			-			2%	3	11	14	51			265	91
Nursing - Vocational	146	/1%	75	15%	23	51	26	51	14	31			484	29%
Miarmacy Technology	114	581	31	161	6	31	19	\U.X	8	41			198	421
Philosophy	251	71%	44	121	13	42	9t.	112	7	5.2			353	291
hotography	154	70%	41	197	Z	12	16	/1	ŋ	41			271	30%
Physical Education - Autivities	545	612	156	1/1	40	41	91	101	62	/1			894	391
Physical Education Adaptive	54	712	10	131	1	12	,	92	4	51			76	291
Physical Education - Aquatics	294	673	73	17%	10	21	40	91	24	5%			441	333
Physical Education - Fitness	1,353	651	426	211	107	51	67	51	98	51			2.071	351
Physical Education - Intercollegiate Athletics	143	55%	61	23%	14	1 33	6	21	16	63			860	451
Physical Education Professional	50	/15	5	71	9	132			6	91			70	291
Physical Educaton - Sports Medicine	50	791	5	ar	5	81			3	41			61	213
Physical Science	241	BUI	16	121	3	11	10	3.6	10	31			300	201
hysics	79	221	21	61	5	11	232	661	16	51			353	761
Political Science	442	741	106	141	29	43	1 14	102	38	51	2		751	413
Psychology (interdisciplinary)	475	707	108	16%	29	41	38	θ¥	27	41			677	30 K
rublic Service	1.122	114	192	14%	87	52	78	51	50	31	57	41	1,586	291
Public Morks	36	HDZ	6	134			L	21	2	4%			45	201
Reading	147	221	135	211	33	51	287	451	36	61	9		642	781
Real Estate	275	712	35	24	22	61	42	114	16	41			390	291
Science	21	682	6	181	2	61	t	3%	2	6%			34	321
periotarial	1,031	50£	413	23%	ប្	41	202	112	96	51	10	11	1,833	441
suctal Science	10	721	2	14%	2	142							14	201
Socialogy	۱۵!	501	54	141	21	51	99	251	24	61			399	501
pantsh	294	661	83	101	14	32	40	91	16	45			447	341
Speech Cormunication	708	515	178	132	34	21	394	29%	69	5%			1,383	492
514ff Development	27	218	1	41	2	73	2	77					27	191
Student Services	265	602	116	26%	31	73	14	32	12	3%	2		440	401
Telecommunications	155	691	42	193	13	63	6	a I	10	41	•		226	315
Theatre Arts	177	601	17	81	15	72	1		10	51			220	206
Travul Industry	461	80%	66	112	17	JZ	11	21	20 14	31	2		577	
Netnamese	27	64%	6	142	1	71	3	71	5	123	٤		42	361
nas tewa ter	140	732	24	131	6	32	2	12	19	101			191	27%
le i di ng	58	394	32	213	5	16	48	373	7	51			150	71\$
otal	28,558	60%	7,238	156	1,846	41	7,789	161	2,276	5\$	171	- 4	7,878	
otal Occupational	15,354	63 t	3,406	142	886	41	3,373	147	1,147	5\$	122	12 2	4,288	
otal Liberal Arts	13,204		1,832	162	960		4,416	191	1,129	5%		- 2		

APPENDIX C

Responses to an Opinion Poll of Student Leaders at Santa Ana College Concerning the Proposed Orange Canyon Campus, June 1984



ASSOCIATED STUDENTS Santa Ana College Santa Ana, California

RESULTS OF ASSAC POLL ON THE ORANGE CANYON CAMPUS

RESULTS OF ASSAC POLL ON THE	ORANGE CANYON CAMPUS	
Name	ASSAC Position Appro	ve of Construction?
Laura Jessen	Senator	no
Ed Smith	Senator	no
Martin Angel	'83-'84 V.P.	yes
Zung Uong	Senator	no
Brian Bell	'83-'84 V.P.	no
Barney Thompson	'84-'85 V.P.	no
David Troublefield	'84-'85 President	no
David Loberg	Senator	no
Karen Gayer	Senator	no
Imelda Gonzalez	Commissioner	no
Kenneth Kramer	'82-'83 President	yes
Judy Prentice	Commissioner	no
Jules Rivera	Senator	no
Cari deLamare	'82-'83 V.P.	yes
Total Polled: 14 Total Ye	s: 3 Total No: 11	

Percent Yes: 21% Percent No: 79%

ADD:

Valence Pryer 83-84 President yes

Total Yes: 4 Total No: 11

APPENDIX D

Cricicism of the Extended Opportunity Programs and Services at Santa Ana College

Santa Ana College Program Is Criticized by Minority Coalition

Group Cites Decline in Percentage of Latino and Black Students; Dean Defends School's Efforts

By DAVID REYES, Times Staff Writer

An Orange County minority coalition criticized Santa Ana College's opportunities program for disadvantaged students Tuesday because Latino and black student enrollment has dropped considerably

Larry Amaya, Orange County Coalition for Pro Education chairman, said the volunteer organization is concerned about the decline of Latino and black

students in the college's Extended Opportunities Programs and Services (EOPS). The enrollment of minorities, he said, dropped from a peak of 23.5% Latino and 7.5% black in 1979-80 to 8.6% and 3.7%, respectively, in 1981-82

"We want the state (chancellor's office) to audit the program and to withhold funds, if necessary, until the

problem is rectified." Amaya told a Santa Ana news conference. He is the county chairman of the American G I. Forum, a Latino veterans group

A spokesman for the chancellor's office could not be reached for comment.

John West, Santa Ana College's dean of student services, acknowledged the decline in minority enrollment but said, the coalition has misunderstood the program's goals and criteria.

West said the program was established in 1961 to help economically and educationally disadvantaged students get into college Admittance to the program, which offers stipends to students, is based on family income and not ethnic background, he said.

The dean attributed the declining Latino and black enrollment to inflation. He said incomes have increased so that fewer persons are eligible for the program, which has a ceiling of \$9,999 in annual income for a family of four

Method Criticized

The minority coalition also criticized the method by which the state-funded program identifies, recruits and retains Latino and black students

Amaya said his group has been discussing the sincollment issue with college officials. He termed the talks cordial "but unproductive." He said. "We perceive that they (college administrators) do not believe our concern to be genuine and worthy of their interest and concern."

West said the "position (of the coalition members) is that they think there are a lot of people waiting to go to Santa Ana College, and if you just want to go and get them, you have to beat the bushes Hey, we've been beating the bushes for some time"

Overall, West said, the college is doing well in minority recruitment. Of the total enrollment of 30,817, West said, 24% of the students are Lauro and 3% are back.

Source: Los Angeles Times, May 9, 1984.

Education coalition says aid program is biased

By Jan Norman Be Register

SANTA ANA — A minority-education bookston has called for a state audit of a brogram for low-income students at canta Ana College, saying the program belps too few Hispanics and blacks

Since 1979, the number and percentage of black and Hispanic students reserving help through the Extended Opportunity Programs and Services at Santa Ana College have declined, while Asian participation has exploded, Larry Amaya, chairman of the Orange County Pro-Education Coalition, said Tuesday at a news conference

The program was set up by the Legisfature in 1969 to help students who have sconomic, language and social difficulties

In 1979, the breakdown was 23 5 pertent Hispanic, 7 5 percent black and \$1.5 percent Asian students in the protram at Santa Ana College By Novemter 1983, the percentages changed to 8 6 percent Hispanic, 3 7 percent black, and 33 percent Asian students

The general population of the Rancho Santiago Community College District, encompassing Santa Ana, Orange and part of Garden Grove, is 31 percent Hispanic, 3 percent black and 5 percent Asian, according to the coalition

Emilio De La Cruz, program coordisator, said, "They're right about the sumbers, but when we go out to the community, we do not recruit indochinese We do not have to They come in automatically"

Participation in the program "is based totally on economic need," district Chancellor William Wenrich aid "We do not use race as a criterion"

However, Ron Dyste, who oversees the \$28 million program in the state's 70 community college districts, said the Legislature intended the opportunity program "to be an instrument to achieve affirmative action, and the state community college) board of povernors guidelines encourage it"

The state chancellor's office has not decided whether to audit Santa Ana College's program because of the coalition's complaints, he said

The college program received \$285,000 in state funds for student and and its staff of four full-time workers and three part-time workers for the 1983-84 school year

The program never has been audited, Dyste said, adding that such an audit could result in a loss of funding, although that has never happened

Dyste said he is especially concerned because the number, and not just the percentage, of Hispanic and black students in the program at Santa Ana College has declined

The coalition, which includes seven Hispanic groups and individual black members, has tried for eight months to work privately with college officials about its concerns, Amaya said

De La Cruz said coalition members had been invited to help with minority student recruiting and to serve on the program's advisory committee

"I'm always open to suggestions and constructive criticism," De La Cruz said "But they were just there to criticize During meetings they kept shouting and wouldn't let us respond"

The group decided to take its complaints to the public and the state community college chancellor's office, he said, "because we think they (college officials) are playing games with us"

The coalition is not alleging illegal activities, he said, but that Santa Ana College's program is violating its stated program goal of student enrollment closer to the general district population

The college's program offers assistance on a first-come, first-served basis and has done a poor job recruiting Hispanics and blacks, Amaya said

Asians are better organized in applying for such programs, he said, adding that the coalition is not advocating less help for Asians, but greater efforts to include Hispanics and blacks

Among the coalition's recommendations for increasing Hispanic and black participation are greater outreach to high schools with the most minority suddents, greater visibility for the college in the minority community and more assistance for students in filling out college applications

Source: Santa Ana Register, May 9, 1984.

APPENDIX E

Mutual Resolution of the North Orange County Community College District and the Rancho Santiago Community College District Concerning the Commission's Recommendation for Only One New Community College Campus in Northeastern Orange County, 1977

MUTUAL RESOLUTION

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT and RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

WHEREAS, North Orange County Community College District and Rancho Santiago Community College District have considered the recommendations of the California Postsecondary Education Commission, and

WHEREAS, the two districts have a long record of cooperative planning of educational programs and will continue to cooperate in such planning in ways that best serve individual students, and

WHEREAS, the two districts have entered into an interdistrict attendance agreement which accomplishes the recommendation of the Commission on this matter, and

WHEREAS, although there may not be an immediate need for building facilities at the existing North Orange County third site, that situation may rapidly change in the years ahead, and

WHEREAS, decisions by the Coastal Commission may cause increased development inland in North Orange County, and

WHEREAS, decisions by the State to protect farmlands from development may increase the rate of development in the hills of north and east Orange County and decrease the rate of growth in south-central Orange County, and

WHEREAS, there are demonstrated current facility needs in the Rancho Santiago Community College District based upon the standards of the California Community College Facilities Act, and

WHEREAS, careful examination of the Rancho Santiago Com-munity College District's site selection process and proposed location of a site in the east Orange/Anaheim Hills area indicates that the proposed site would meet the needs of one of the rapidly growing areas of the two districts, and

WHEREAS, the North Orange County Community College District and the Rancho Santiago Community College District, having given full consideration to the intent of the Commission to ensure regional plan-ning of facilities, and to provide for the best and most convenient educational opportunity for individual students.

NOW THEREFORE BE IT RESOLVED THAT IT IS AGREED THAT the Orange/Canyon Site proposed by Rancho Santiago Community College District will currently serve the needs of residents in that growth area and the future development of facilities at the North Orange County Community College District's third site will take place as subsequent need arises.

We hereby certify the foregoing to be a full, true and correct copy of a resolution duly adopted at a regular meeting:

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

RANCHO SANTIAGO CCOMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

Approved:

Approved:

(Signed) (Signed)

President: Richard D. Noble President: Hector G. Godinez

(Signed) (Signed)

Member: W.C. Burrell, Jr. Member: Mrs. Carol L. Enos

(Signed)

Member: Wallace R. Hardy Member: John L. Dowden

(Signed) (Signed)

Member: Robert G. Hawthorne Member: Richard C. Hernandez

(Signed) (Signed)

Member: Felix S. LeMarinel Member: Rodolfo Montejano

(Signed) (Signed)

Member: Mrs. Mary Pat Toups Member Ed S. Taylor

Member: John A White

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